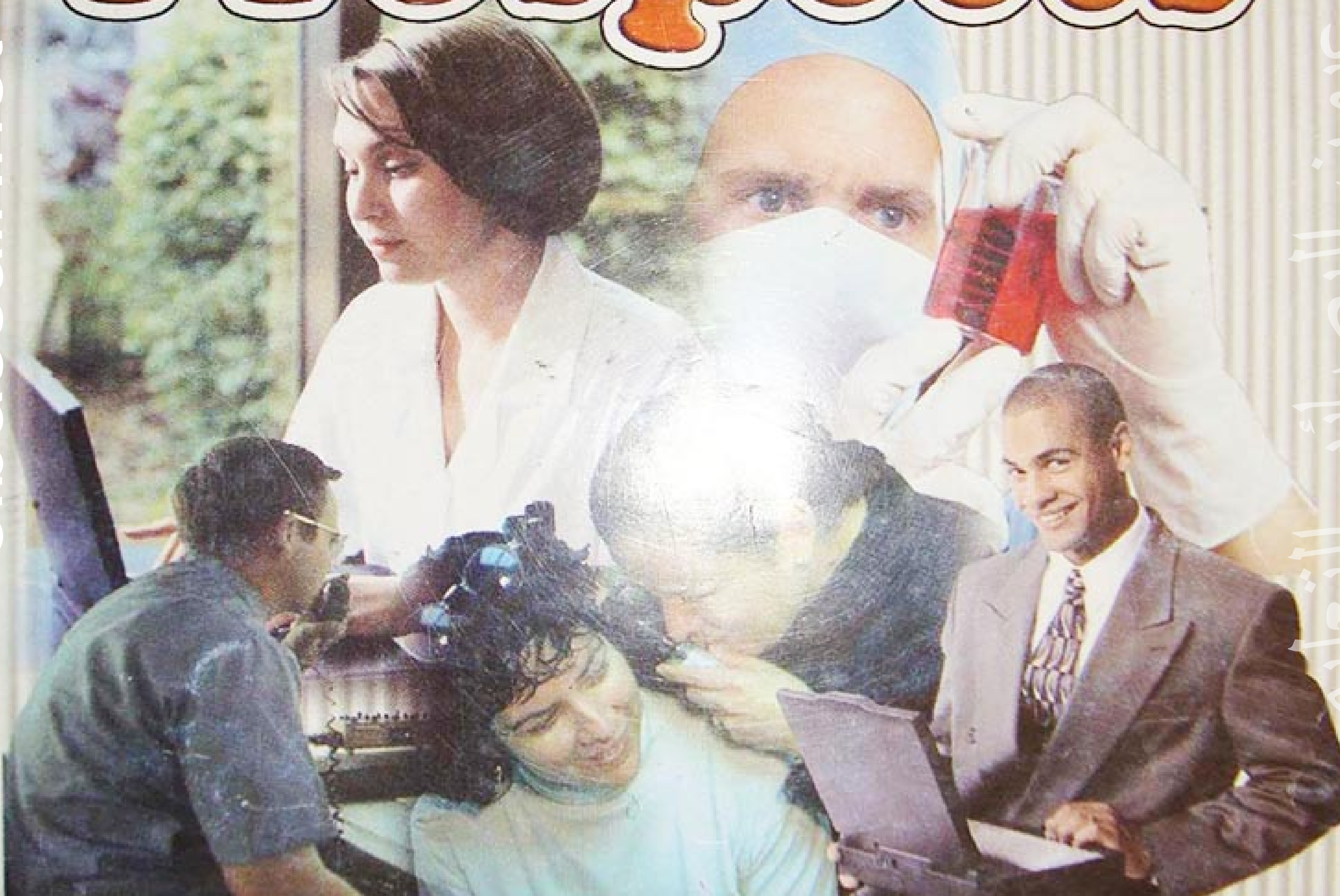
الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التربية الوطنية

New Prospects



السنة الثالثة من التعليم الثانوي

SECONDARY EDUCATION, YEAR THREE

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية

The People's Democratic Republic of Algeria
Ministry of National Education

NEW PROSPECTS

SECONDARY EDUCATION, YEAR THREE

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الديوان الوطني للمطبوعات المدرسية
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UNIT FOUR: SAFETY FIRST

UNIT FIVE: ARE WE ALONE?

UNIT SIX: WE ARE A FAMILY!

FOREWORD

New Prospects complies with the new English syllabus for **SE3** as laid out by the National Curriculum Committee of the Ministry of National Education in March 2006.

Three major features of the syllabus have been given careful consideration in designing this book :

(i) the fact that the *Baccalauréat* is exclusively of the written mode ;

(ii) the emphasis on a thematic orientation ;

(iii) the need to cater for the pedagogical requirements of all *Baccalauréat* streams.

Naturally, the overall approach remains basically competency-based, learner-centred and project-geared.

New Prospects contains six units dealing with the six main themes recommended in the syllabus with recurrent language functions, grammatical structures and language components as well as skills and strategies. Thus is afforded the possibility of covering all aspects of the syllabus within the **four mandatory units** which every stream is expected to engage with.

The units are followed by the **Listening Scripts**, a **Grammar Reference** and a **Resources Portfolio.** The purpose of the latter is threefold:

(i) provide students with useful information for their research tasks ;

(ii) provide teachers with texts which could be used for skills and strategies assessment purposes ;

(iii) induce students to indulge in further reading for leisure.

Every unit comprises two main parts with two sequences each.

The first part, **Language outcomes**, is divided into **Listen and consider** and **Read and consider**. The purpose of these two sequences is to work, through the **Around-the-text** rubric, on the language dimension of the texts by the study of grammatical structures, vocabulary, pronunciation and spelling. What is aimed at is getting the students to internalise the thematic and linguistic 'tools' they will make use of, more naturally, so to speak, in the second part of the unit.

With reference to grammar, one point is worth underlining at the outset : for all items already studied before **SE3**, there is an instruction, reading : **Have another look at ...** ; for all newly introduced items, the students are instructed to **See** the **Grammar Reference** section which contains in fact all grammatical lessons.

Both sequences, i.e. **Listen and consider** and **Read and consider** close with a rubric entitled **Think, pair, share**. The tasks in this rubric aim at getting the students to re-invest in speaking or writing, the thematic and language elements acquired throughout the sequence by foregrounding a particular function (advising, comparing, informing, etc.).

The second part of the unit, entitled **Skills and strategies outcomes** is essentially concerned with the structural and discursive aspects of the texts. The interest shifts now to compositional skills and communication strategies. This part comprises two sequences, **Listening and speaking** and **Reading and writing,** focussing on the awareness and practice of primary skills (listening, speaking, reading, writing) and social skills (collaborative work, peer assessment, responding to problem-solving situations…) inside or outside the classroom. They are aimed at getting the students to eventually concretise in the **Saying it in writing** and **Writing development** rubrics what is termed in the official syllabus as *'l'objectif terminal d'integration*'.

The **Learner's outcomes** and the **Intercultural outcomes** for their part are in-built, i.e. made to be part and parcel of the process of teaching/learning at all times, notably through a pertinent typology of activities.

Likewise, the technological skills are intended to be less obtrusive. At this stage, most students are computer-literate. They will resort naturally to Internet search either on their own or following the occasional webliography given to them as an aid to the **Research and report** and **Project outcomes** assignments.

As it involves website visiting, fieldwork, synthesis and class presentation, the **Research and report** section is a training ground for the students' designing of the **project** proper.

The project designing procedure runs parallel to the unfolding of the unit. Its progress is signposted by the following reminders : **brainstorming**, **fact finding**, **organising**, **writing up** and **assessing**, each positioned, and in this order, in strategic spots throughout the unit (more on this in the **Teacher's Book**).

As to the evaluation, it is of two kinds :

- **self-assessment** (combined with peer assessment), bearing on the functions and language components ;

- **objective assessment**, bearing on the skills and strategies.

The latter kind is devised by the teacher who selects a suitable text for that purpose from the **Resources Portfolio**. One model for every unit will be made available in the **Teacher's Book**.

All these features will be made more explicit in the **Book Map** that follows and given form and substance in each and everyone of the six units that the book comprises.

We hope that these indications will make your work with ***New Prospects*** more fruitful and enjoyable. Needless to say, we remain open to all observations and offers of improvement.

BOOK MAP

Unit	Topic	Language outcomes			
		Functions	Grammar	Vocabulary and sound system	
				Word building	Pronunciation
1 EXPLORING THE PAST	ANCIENT CIVILIZATIONS	• informing • narrating • expressing concession • comparing	• past simple of **be** questions with **ago** • past perfect with **when, as soon as, until, after** ... • Use of articles • used to • had to • was/were able to • though, although, in spite of the fact that, despite the fact that • the comparatives and the superlatives of quantifiers : much-more-the most , little-less- the least, etc. • articles : use + omission before abstract nouns • well+past participle E.g. **well**-preserved	• adjectives + preposition E.g. good at, dependent on • verb + preposition E.g.believe in • negative prefixes: **dis-** and **de-** • suffixes: **-tion, -ment, -ed, -able, -ic** and **-ty**	• weak forms of **was** and **were** •pronunciation of final **ed** and **ch** • stress shift E.g. civilize, civilization) • spelling rules Eg. doubling of consonants, begin, beginning
2 ILL-GOTTEN GAINS NEVER PROSPER.	ETHICS IN BUSINESS: FIGHTING FRAUD AND CORRUPTION	• describing • advising • expressing obligation and necessity • expressing cause and effect • expressing condition • expressing opinion • expressing wish and regret	• present simple and present continuous • passive • should, ought to, had better+bare infinitive • must, mustn't have to, • due to, for, as, since, so+adjective+that, such+adjective+noun+ that, so, as a result, consequently, thus • as long as, provided that, providing that if-conditional (type 2) • verbs for expressing opinion (think, believe...) • I wish, it's high time+subject + past simple and past perfect	• suffix **-ty** : E.g honest - honesty, responsible, responsibility • prefixes **dis- il-** E.g. legal - **il**legal, honest - **dis**honest , approve - **dis**approve	• Stress shift E.g. economy-economic •pronunciation of words ending in **-es** E.g. economics, politics

BOOK MAP

Skills and strategies outcomes		Learner's outcomes	Intercultural outcomes	
Listening and speaking	**Reading and writing**			
● making and checking hypotheses/ predictions ● listening for gist ● listening for detail ● recognizing and showing a sequence of events ● representing findings on a chart ● using illustrations to tell stories ● giving a narrative account	● skimming ● scanning ● identifying referents of reference words ● recognizing types of discourse ● summarizing ● writing an expository essay ● writing a story	● raising awareness about the challenges facing modern civilization: conservation of natural and human resources, peace and sustainable development, technological progress, etc.	● developing positive attitudes towards one's culture and those of other peoples ● raising awareness about the contribution of the various civilizations to man's progress	**Project outcome:** Making the profile of an ancient civilization
● listening for gist ● listening for detail ● responding to opinions ● defending opinions ● making a short public statement ● making an argumentative speech	● skimming ● scanning ● responding to a text ● identifying and using reference words ● writing a policy statement ● writing an opinion article ● writing the description of an ideal school	● raising awareness about the negative effects of fraud ● developing a sense of active citizenship (the pupil as a conscious consumer)	● developing awareness about the importance of fighting fraud and corruption at the national and international levels ● comparing how different countries fight corruption and fraud	**Project outcome:** Writing a charter of ethics

BOOK MAP

Unit	Topic	Language outcomes			
		Functions	Grammar	Vocabulary and sound system	
				Word building	Pronunciation
3 SCHOOLS: DIFFERENT AND ALIKE	EDUCATION IN THE WORLD: COMPARING EDUCATIONAL SYSTEMS	● describing a process ● expressing condition ● expressing warnings ● expressing obligation and necessity ● asking for and giving advice ● expressing desire and wish ● comparing and contrasting ● expressing quantity	● present simple passive ● If-conditional:type 1, 2 and 3 ● unless ● must/ mustn't have to, ● should / ought to if I were you ● would + have/+be E.g. My ideal school would have/be ... ● I wish I had ● similar to, different from, unlike while, whereas... ● comparatives of adjectives ● quantifiers: most, all, etc.	● forming adjectives with **-al** and **-ive** E.g. education**al**, reflex**ive**, innovat**ive**, respons**ive**, construct**ive**, effect**ive**... ● forming nouns: verb+ing E.g. teach**ing**, learn**ing**, train**ing**) ● forming nouns with **-tion** E.g educa**tion** - comple**tion** ●Collocation: schoolmate	● pronouncing the final s ● weak forms of: **would**, **should** and **ought to** ● syllable stress E.g. educate education
4 SAFETY FIRST	ADVERTISING, CONSUMERS AND SAFETY	● describing ● expressing cause and effect ● expressing probability ● expressing possibility ● expressing concession ● expressing condition ● deducing ● expressing quantity ●prescribing	● present simple ● the gerund ● because of , due to, owing to, as, for ● so,as a result, that's why , as a concequence ● may, might, can, could ● though, although, admittedly, etc. ● if-conditional:type 1, 2 and 3 ● might have, must have ● too much , too many, not ... at all, a large amount of a large number of, enough+noun	● verb+ preposition E.g. accused X of Y - complain about X to Y, - protect X from Y - provide X with - suffer from X ● forming adjectives with -y E.g. - greed - greedy - speed - speedy - milk - milky	● reduced froms of - might have - could have ● word stress and sentence stress

BOOK MAP

Unit	Topic	Language outcomes			
		Functions	Grammar	Vocabulary and sound system	
				word building	Pronunciation
5 IT'S A GIANT LEAP FOR MANKIND.	ASTRONOMY AND THE SOLAR SYSTEM	• describing • questioning • making supposition • comparing and contrasting • expressing condition • reading figures	• present simple with non- conclusive verbs E.g. see, believe, know, suppose ... • What is it used for? - used for+verb+ing - How far/how big ? • think so, suppose so • May+stem , might +stem • comparatives with short and long words : - adjective+er+than - more+adjective+than - less + adj+than - as+adj+as - while, whereas - like, unlike, in contrast to • if-conditional	• forming nouns from nouns: E.g. science - **scientist** - astronomy - **astronomer** • forming nouns from verbs and adjectives : E.g. weigh (v) weight (n) - hot (adj.) - heat (v and n) • forming singular and plural nouns from verbs: E.g believe (v) - belief (n. sing) - beliefs (n.pl.)	• pronouncing the final **s** • stress shift **in**crease (n.) in**crease** (v.) • stress in two-syllable verbs: be**gin** , be**lieve**, re**duce**, oc**cur** etc.
6 WE ARE A FAMILY!	FEELINGS, EMOTIONS, HUMOUR AND RELATED TOPICS	• describing • expressing likes and dislikes • expressing preferences • asking for and giving advice • narrating	• present simple • enjoy/like/dislike+ verb+ing (gerund) - avoid + verb+ ing • I'd rather do X, I'd rather do X than Y, I'd prefer X to Y • should, ought to, if I were you • past simple, past perfect • articles : omission before abstract nouns E.g anger, humour • quantifiers: a lot of, a great deal of, few, little, some of us, all of us ... • each other, one another	• forming adjectives from nouns with **-ous**, **- ful** , **-ic** E.g. courage - courage**ous**, faith- faith**ful** • forming new words with **self-** E.g. **self-**centred • forming nouns with **-ness** and **-ty** E.g. kind - kind**ness** loyal -loyal**ty** • forming verbs with **-en** E.g. tight - tight**en**	• pronouncing the cluster **ngth** in words such as stre**ngth**en • weak form of **of** in phrasal adjectives like proud **of** , full **of** ...

BOOK MAP

Skills and strategies outcomes		Learner's outcomes	Intercultural outcomes	
Listening and speaking	**Reading and writing**			
• reciting a poem • predicting • note taking • summarizing • responding to a text • speaking from notes • making a speech about one's ideal school	• skimming • paragraphing ideas • scanning • making logical links between sentences and paragraphs • writing a descriptive essay • writing an expository article	• raising awareness about issues related to education, the choice of careers, dedication to science, citizenship, economic and social development	• comparing educational systems : past and present • raising awareness about the similarities and differences between today's educational systems in the world	**Project outcome:** Designing an educational prospectus
• predicting the content of a text • listening for gist • listening for detail • summarizing /synthesizing information • debating (arguing by making concessions) • Making a speech	• persuading • skimming • scanning • analysing and making a synthesis • writing a letter of complaint • writing an advertisement	• discussing issues related to the effects of advertising on people • raising awareness about safety and consumption • developing a sense of salesmanship	• raising awareness about the effects of advertising on different cultures and societies • understanding the importance of integrating cultural features of a society into advertising	**Project outcome:** Conducting a survey on the impact of advertising

BOOK MAP

Unit	Topic	Language outcomes			
		Functions	Grammar	Vocabulary and sound system	
				word building	Pronunciation
5 IT'S A GIANT LEAP FOR MANKIND.	ASTRONOMY AND THE SOLAR SYSTEM	● describing ● questioning ● making supposition ● comparing and contrasting ● expressing condition ● reading figures	● present simple with non- conclusive verbs E.g. see, believe, know, suppose ... ●What is it used for? - used for+verb+ing - How far/how big ? ● think so, suppose so ● May+stem , might +stem ● comparatives with short and long words : - adjective+er+than - more+adjective+than - less + adj+than - as+adj+as - while, whereas - like, unlike, in contrast to ● if-conditional	● forming nouns from nouns: E.g. science - scient**ist** - astronomy - astronom**er** ● forming nouns from verbs and adjectives : E.g. weigh (v) weight (n) - hot (adj.) - heat (v and n) ● forming singular and plural nouns from verbs: E.g believe (v) - belief (n. sing) - beliefs (n.pl.)	● pronouncing the final **s** ● stress shift **in**crease (n.) in**crease** (v.) ● stress in two-syllable verbs: be**gin** , be**lieve**, re**duce**, oc**cur** etc.
6 WE ARE A FAMILY!	FEELINGS, EMOTIONS, HUMOUR AND RELATED TOPICS	● describing ● expressing likes and dislikes ● expressing preferences ● asking for and giving advice ● narrating	● present simple ● enjoy/like/dislike+ verb+ing (gerund) - avoid + verb+ ing ● I'd rather do X, I'd rather do X than Y, I'd prefer X to Y ● should, ought to, if I were you ● past simple, past perfect ● articles : omission before abstract nouns E.g anger, humour ● quantifiers: a lot of, a great deal of, few, little, some of us, all of us ... ● each other, one another	● forming adjectives from nouns with **-ous, - ful , -ic** E.g. courage - courage**ous**, faith- faith**ful** ● forming new words with **self-** E.g. **self-**centred ● forming nouns with **-ness** and **-ty** E.g. kind - kind**ness** loyal -loyal**ty** ● forming verbs with **-en** E.g. tight - tight**en**	● pronouncing the cluster **ngth** in words such as strength ● weak form of **of** in phrasal adjectives like proud **of** , full **of** ...

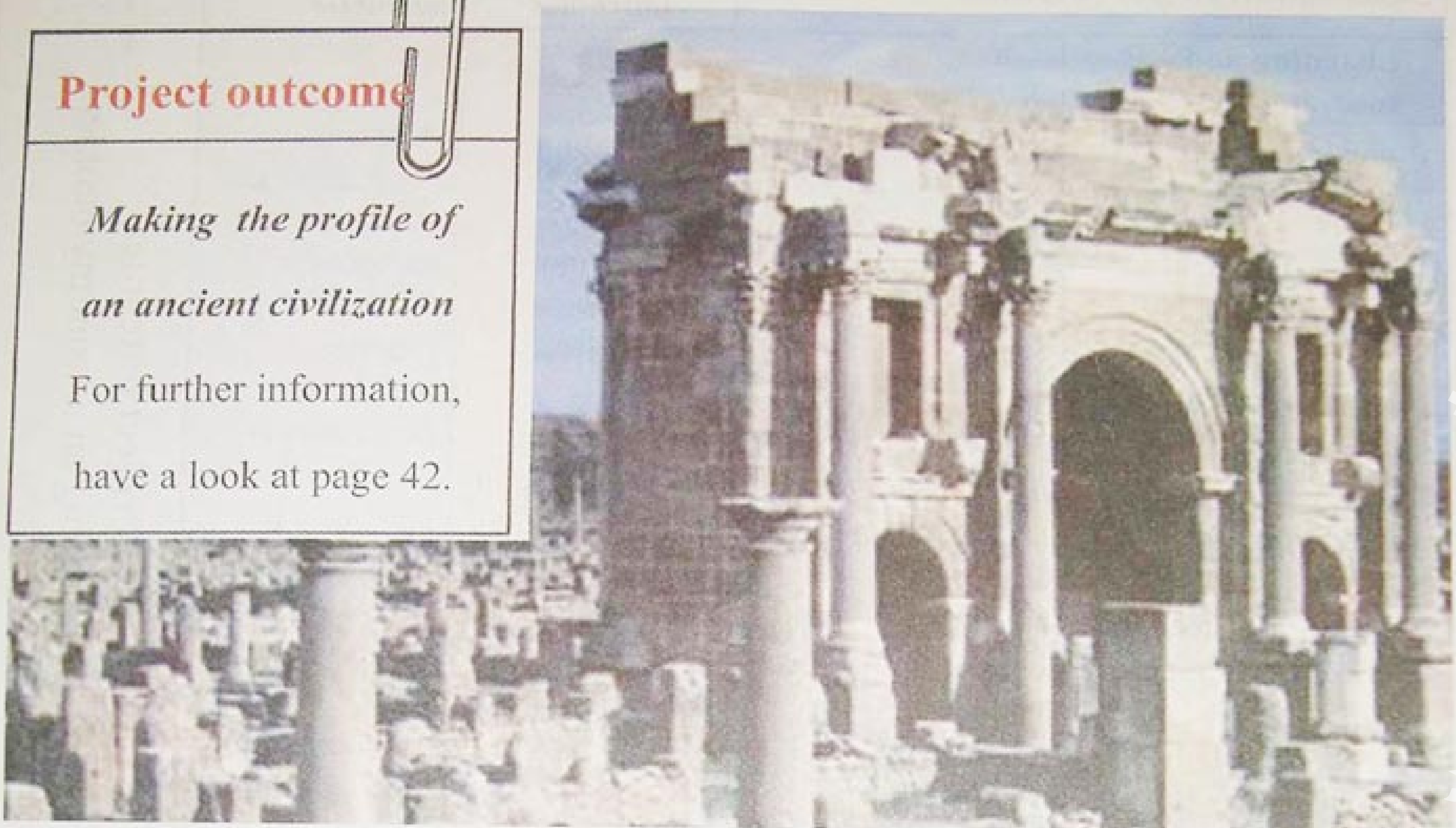
BOOK MAP

Skills and strategies outcomes		Learner's outcomes	Intercultural outcomes	
Listening and speaking	Reading and writing			
● making inferences ● responding to an oral text ● agreeing and disagreeing ● making suppositions and hypotheses ●Making an oral presentation ● making a speech in defence of an opinion	● predicting the content of a text ● identifying types of discourse ● making inferences ● distinguishing between different types of reasoning in argumentative texts ● Writing an expository article ● writing an argumentative essay	● developing awareness of the importance of satellites for present -day societies ● raising awareness about man's place in the universe through the exploration of the theme of astronomy	● developing interest in outer-space exploration ● discussing the change of mentalities brought about by the advances in astronomy ● raising awareness about the contributions that various peoples have made to astronomy	**Project outcome:** Designing an astronomy booklet
● listening for gist ● recognizing the structure of a lecture ● predicting the sequencing of ideas ● making inferences ● responding to a text ● making a coherent formal speech	● making inferences ● distinguishing between fact and opinion ● demonstrating critical thinking and judgement ● responding to a text (seeking support and feedback) ● discussing the organisational pattern of a text ● writing a letter of advice ● writing a newspaper article ● Writing a book/ film review article	● raising awareness about the importance of emotions/ feelings for the development of the individual ● exploring the concepts of friendship, love, patriotism, generosity, courage	● developing understanding of the expression of feelings across different cultures and societies ● raising awareness of others' thoughts and feelings	**Project outcome:** Writing a booklet of tips for coping with strong emotions

Project outcome

Making the profile of an ancient civilization

For further information, have a look at page 42.



Thamugadi (Timgad)



The Hanging Gardens of Babylon

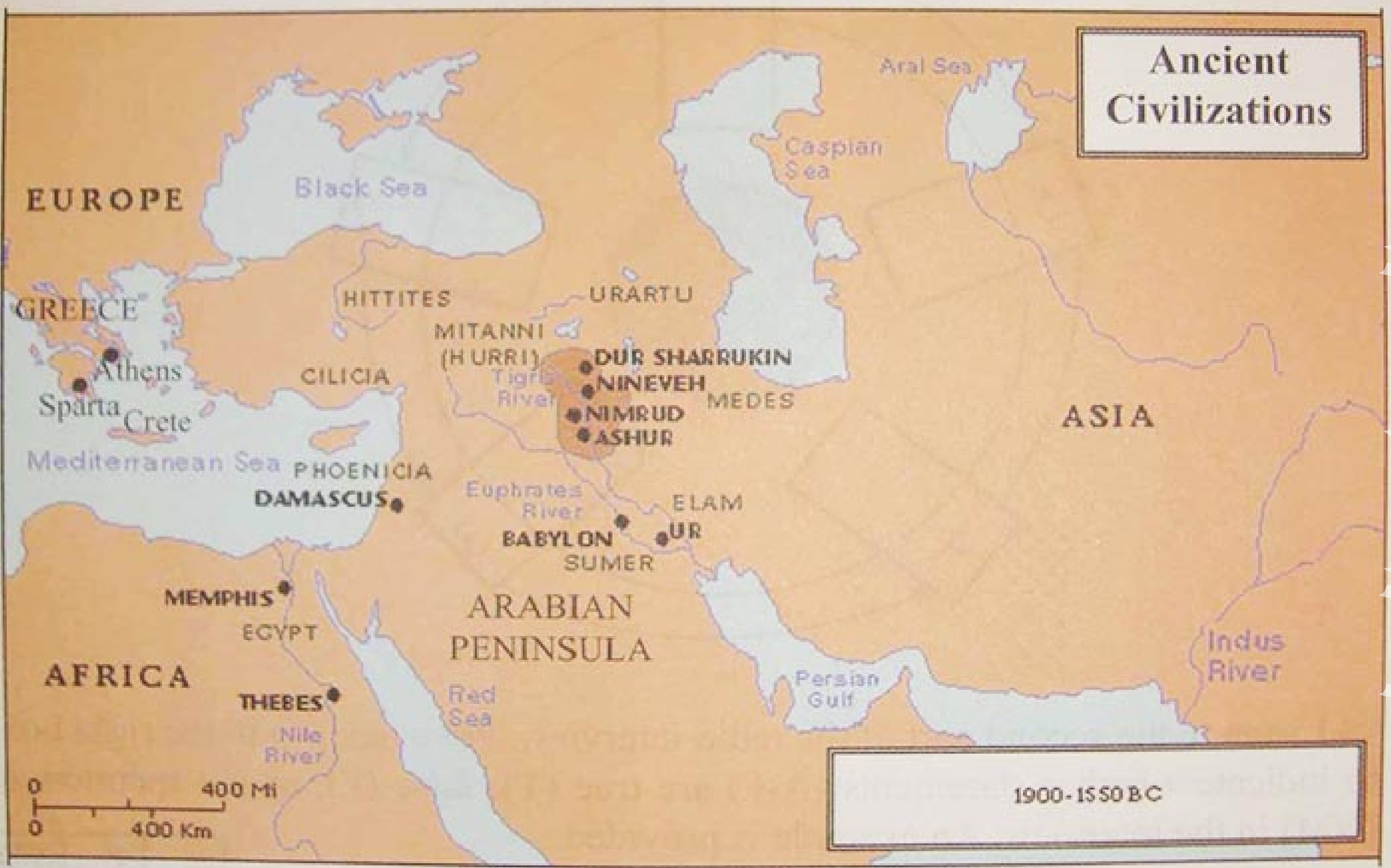
Language outcomes
- Informing: asking and answering questions with <u>ago</u>…
- Use of articles
- Narrating: using <u>had to</u>, <u>used to</u>, <u>was able to</u> and <u>past simple of be</u>
- Using dependent prepositions: adj + prep and vb+ prep
- Pronouncing <u>was</u>/<u>were</u> / <u>wasn't</u>/<u>weren't</u> in connected speech
- Giving a talk about changes in lifestyles

P

BRAINSTORMING

▶ Getting started

- Look at the map below and answer the questions that follow.



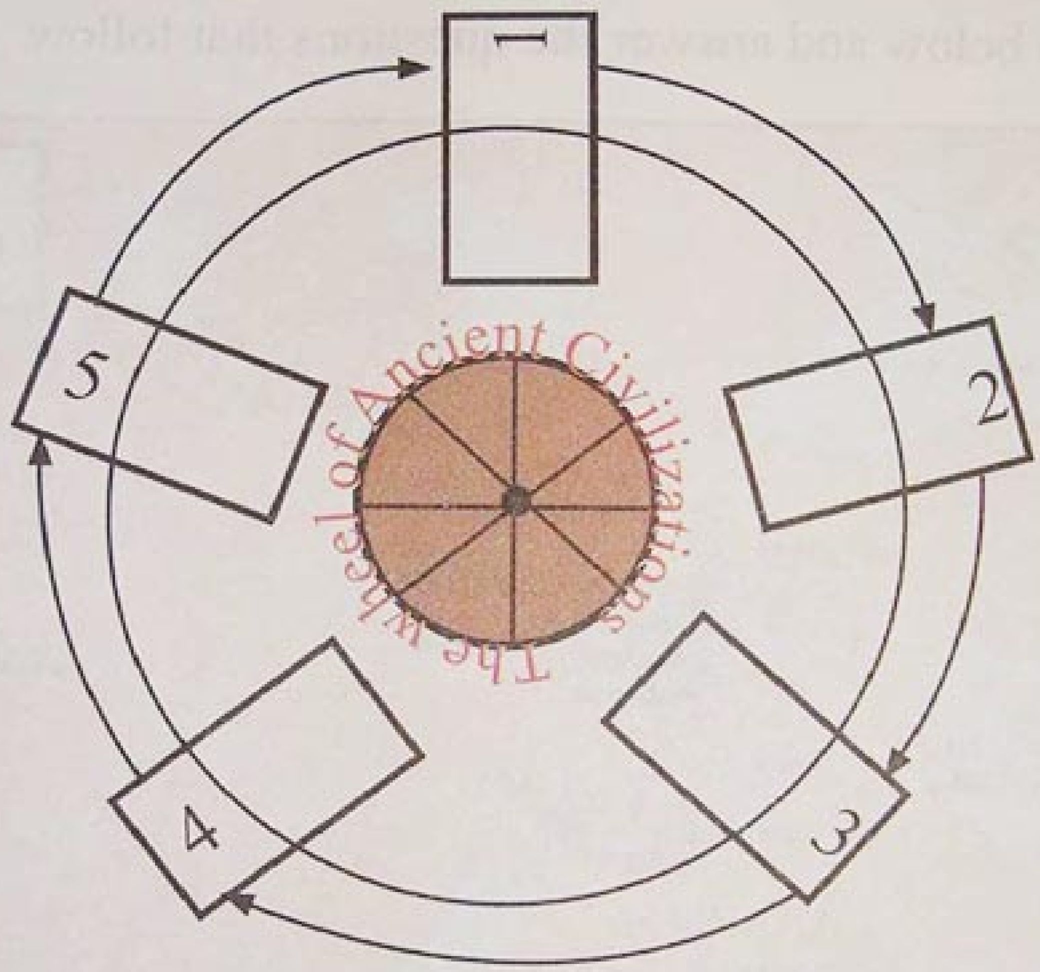
1. What ancient civilizations are represented in the map ?
2. Which civilization, do you think, is the oldest ?
3. Why do you think these civilizations first flourished in these areas ?
4. What's your definition of civilization ? What do you associate with it ?

▶Let 's hear it

① Listen to the first part of a radio interview about ancient civilizations and note down in each of the five boxes below **how long ago** each of them began.

Ancient Greek civilization	Ancient Egyptian civilization	Sumerian civilization	Indus Valley civilization	Chinese civilization

② Compare your answers to task 1 above with those of your partner. Then order the civilizations chronologically using the wheel below.



③ Listen to the second part of the radio interview. Put a tick (✓) in the right box to indicate whether statements (A-F) are true (T), false (F), or not mentioned (NM) in the interview. An example is provided.

	T	F	NM
A. The Sumerian civilization is the oldest civilization in the world.	✓		
B. Most of the ancient civilizations rose along rivers.			
C. Agriculture did not form the basis of ancient civilizations.			
D. Ancient civilizations flourished during periods of peace.			
E. Most ancient civilizations fell into ruins because of war.			
F. Ancient Egyptians invented agriculture.			

④ Compare your answers to task 3 above with those of your partner.

⑤ Use as much information as you can from tasks 1, 2 and 3 on the previous page to complete the dialogue below. Pay attention to the framed information.

You : ____?

Your partner : Well, according to some historians the world has known 26 or 27 civilizations so far.

You : ____?

Your partner : The world's earliest civilization is probably the Sumerian civilization.

You : ____?

Your partner : It started in Mesopotamia some 4000 years ago .

You : What about ________ ?

Your partner : Well, ancient Egyptian civilization ________, ______

You : What was the major cause of the collapse of these civilizations ?

Your partner : ____

Around the text

Grammar Explorer I: Revision

Transition

Fill in each of the blanks in the text below with a zero article, a definite, or an indefinite article. Then explain why you have used each of them.

For me __(1) civilization is synonymous with __(2) refinement, __(3) refinement in __(4) architecture, in __(5) law, and in __(6) life styles. __(7) culture and __(8) literature of __(9) society also contribute to __(10) flourishing of its civilization.

See Grammar Reference, pp.211-212.

Grammar Explorer II: Revision

Consider sentences 1-3 below. Then answer questions A-B on the next page.

1. The Sumerians **had to** import many of the raw materials necessary for civilized life because those were not available in Mesopotamia.
2. They **were able** to control the Euphrates.
3. They **used to** barter their goods.

A. What meaning does each of the items in bold type convey ?

B. What are the negative and interrogative forms of the items in bold ? Illustrate with in sentences of your own.

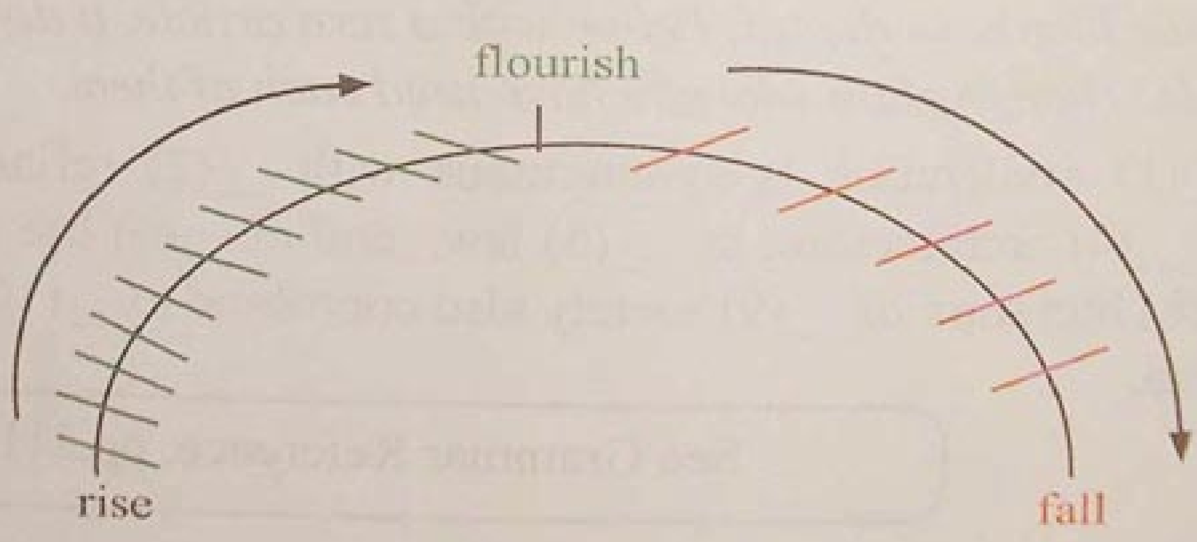
Have another look at **was able to, had to** in SE2 Grammar Reference, pp.197-8.

- Add **used to, was/were able to** or **had to** to the verbs in brackets to make the text below meaningful.

Today, most native Americans live in reservations, and nearly 97% of them west of the Mississippi. But centuries ago, their ancestors (live) all over America. They (hunt) the buffalo in the prairies. They also (farm) maize, manioc, potatoes, peanuts, cocoa and pepper. But after 1830, most of them (migrate) westward to reservations as a result of the US government's policy of forced migration. Though the living conditions in the reservations were difficult, the Indians (survive) and (contribute) to what is called American civilization today .

Vocabulary Explorer

① Look up in your dictionary the meanings of the words in the blue box. Then place them on the curved line representing the rise and fall of civilizations.



emerge , flourish, evolve, develop, collapse, rise, originate, decline, spread, fall to decay/ to ruins , vanish, mature, disappear, start, begin, bloom, expand

② Fill in the blanks in the text on the next page with appropriate words from the curved line in task 1 above. Use the right tense. There are some irrelevant words.

History shows that civilizations __(1), __(2), and then __(3), sometimes without

a trace. This is the case of ancient Maya civilization in the New World. The Maya civilization __(4) in the Yucatan Peninsula in central America about 2000 BC. Later, it__(5) to Mexico, Guatemala, and Belize. The Maya civilization __ (6) a form of writing that could express all types of thought and language. It also __(7) a highly developed system of government and of agriculture, as well as an incredibly accurate system for measuring time. It _(8)in its classical period between 325-925 A.D. After that, it gradually__(9) before it finally __(10) in the fifteenth century, probably because of diseases, or epidemics, or sudden environmental changes.

③ Have a look at the tips below. Then rewrite the parts of sentences that follow using the dependent prepositions in red type.

TIPS

Some adjectives and verbs in English are **always** followed by specific prepositions called **dependent prepositions.** There are no specific rules as to which preposition goes with which particular verb or adjective. It takes practice and memorizing to learn to associate verbs and adjectives with suitable prepositions. **E.g.**

A. The Egyptians were good **at** building canals.

B. Ancient Greeks believed **in** many gods.

1.a. Ancient Egypt **consisted** mainly	on,	1.b. the Nile Delta.
2.a. It **contributed** greatly	of,	2.b. the development of geometry.
3.a. If its people were **interested**	from,	3.b. geometry, it was basically for practical purposes.
4.a. Ancient Egypt **depended** a lot	in,	4.b the Nile River.
5.a. Its waters were **used**		5.b. drinking and irrigation.
6.a. Many geometry laws were **derived**		6.b. their attempt to control the waters of the Nile.
7.a. The Ancient Egyptians became so **good**	at,	7.b. geometry that Greek scientists like Thales went to study geometry in Egypt.
	for,	
	to	

See Grammar Reference pp.212-215.

Pronunciation and spelling

① How do you expect speakers A and B in the dialogue below to pronounce the past forms of the auxiliary **be** ? Circle what you think is the correct pronunciation.

A: When was /wəz/ /wɒz/ Christopher Columbus born ?
B: It was /wəz/ /wɒz/ in 1450.
A: Was he a Spaniard /wəz/ /wɒz/ ?
B: No, he wasn't /wəznt/ /wɒznt/. He was /wəz/ /wɒz/ Italian.
A: Were /wə/ /wɜː/ there many good Italian navigators and explorers in Columbus's time ?
B: Yes, there were /wə/ /wɜː/quite many. Amerigo Vespucci was /wəz/ /wɒz/ one of them. America was /wəz/ /wɒz/ named after him.
A: Does that mean that Italian explorers were /wə/ /wɜː/ the only ones who explored North America ?
B: No, they weren't /wənt/ /wɜːnt/ the only ones. There were /wə/ /wɜː/ also Portuguese, Spanish, French, Dutch, and British explorers.

② Act out the dialogue above with your partners (books closed).

➤Think, pair, share ➤

● Prepare a short talk about the following topic:
Modern civilization has kept changing at a fast pace.
Follow this procedure:

① List what people **used to/had to/ were able to** do a century ago using the table below:

A. beliefs/customs/traditions/myths	≡
B. lifestyles (clothing, food and drink, transport)	≡
C. industry, crafts ...	≡

E.g. *A century ago, most people used to travel overland on foot or by coach. Today, most of them travel by car. ...*

② Select the most relevant ideas and write down your talk in three short paragraphs. Use the following link words **but**, **yet**, **however** and **on the contrary**.

③ Exchange drafts with your partner for error checking.

④ Write a revised version of your talk and read it aloud to your classmates.

Language outcomes

- Comparing : the comparatives and superlatives of quantifiers
- Expressing concession with though, in spite of ...
- Expressing time relations with conjunctions when, before ...
- Forming new words with prefixes de- and dis-
- Forming new words with suffixes -ic, -ment
- Describing things, places and people using well+past participle
- Spelling words : stop → stopped, try → tried, etc.
- Pronouncing letters ch and final -ed
- Writing an expository essay

P

FACT FINDING

▶Getting started

- Here are Algeria's seven World Heritage Sites:
  - The Casbah of Algiers
  - The Banu Hammads' Qalaa
  - Timgad
  - Tassili n'Ajjer
  - The Mzab Valley
  - Djemila
  - Tipaza

1. Where are the sites exactly situated ?
2. Why were they declared World Heritage Sites ?
3. Do you know of any other sites in your country which deserve to be included in the United Nations official list of World Heritage Sites ? Name them and say why they deserve to be included in this list.

▶Taking a closer look

- Read the text on the next pages and mark the statements below as true (T) or false (F) according to the text. Correct the false ones.

1. Algeria has as little access to the Mediterranean and the Sahara as the other North African countries. (§1) ___
2. Algeria has fewer World Heritage Sites than the other countries of the region. (§1) ___
3. We don't have much information about what life was really like in the Sahara during the Phoenician and Roman periods. (§2) ___
4. Only the smallest amounts of goods transited through the port of Algiers during the Phoenician and Roman periods. (§3) ___
5. No other site in Algeria has as few Ottoman architectural features as the Casbah of Algiers. (§4) ___



No country in North Africa has as much access to the Mediterranean and the Sahara as Algeria. Its privileged geographic position has made it open to many of the ancient civilizations that flourished in the Mediterranean Basin and to those that prospered in Africa south of the Sahara. Today few countries in the region can boast of as many World Heritage Sites as our country. Tipaza, Djemila, Tassili n' Ajjer, Timgad, the M'Zab Valley, The Qalaa of the Banu Hammad, and the Casbah of Algiers are standing witnesses both to its civilizational genius and to its enriching contacts with other civilizations. (§1)

/ˌmedɪtəˈreɪnɪən/
/ˌsɪvəlaɪˈzeɪʃnz/
/ˈherɪtɪdʒ/
/ˈdʒiːnɪəs/

Of all the sites of Southern Algeria, the Tassili n' Ajjer has the most prestige. It has more rock paintings and engravings than any other prehistoric Saharan sites, and it contains the most beautiful remains of the prehistoric civilizations of the Sahara. These rock paintings, engravings and remains have yielded as much information as we need in order for us to have a clear picture of what life used to be like in the Sahara in prehistoric times. They show clearly that the Algerian Sahara was one of the cradles of civilization. The Tassili n' Ajjer seems to have had as few exchanges with the Phoenecian and Roman civilizations as the other Saharan sites of our country. Archaeologists are still undecided about which of these Saharan sites contains the

/saɪts/
/presˈtiːʒ/
/ˌpriːhɪˈstɒrɪk/
/ˌɪnfəˈmeɪʃn/
/kreɪdlz/
/səˈhɑːrən/

fewest traces of these ancient civilizations. Yet the traces that have already been uncovered in the Tassili n'Ajjer speak eloquently of the fruitful contact of the Phoenician and Roman civilizations with that of the Sahara. (§2)

/ˈeɪnʃənt/
/ʌnˈkʌvəd/
/ˈrəʊmən/

In the northern part of Algeria, the Casbah of Algiers undoubtedly holds the most important position among the historic sites. Its history is closely linked with the history of the city of Algiers. Algiers was built during multiple conquests, and layers of well-refined cultures can be found in its architecture and social character.There is little knowledge about its earliest times when it was founded by the Phoenecians as one of their trading posts. It was known to the Carthaginians and to the Romans as Icosium. The Vandals destroyed Icosium in the 5th century A.D. Five centuries later, Emir Bulughin rebuilt the town into an important Mediterranean trading port called *al-Jaza'ir*. Until then, Algiers had less influence on international commerce than the other Algerian maritime cities because it had fewer natural harbours. Therefore, despite the fact that it was considered a trading post by both the Romans and Phoenicians, only the least amount of merchandise transited through it. (§3)

/ˈnɔːðən/
/pəˈzɪʃn/
/ˈhɪstrɪ/
/ˈkʌltʃəz/
/ˈkærəktə/
/ˈnɒlɪdʒ/
/ˌkɑːθəˈdʒɪnɪənz/
/ˈsentʃərɪz/
/ˌɪntəˈnæʃnəl/
/ˈhɑːbəz/
/ˈmɜːtʃəndaɪz/

After the Turkish Baba Aruj brothers had gained control of the city in 1516, Algiers thrived as a relatively independent city under the nominal control of the Ottoman Empire. Later, the Ottomans transformed the architectural character of the city by constructing mosques and palaces similar to those in Asia Minor and erecting the famous white-washed military fortification known as the Casbah. In spite of the fact that the Casbah underwent some changes during the French colonial rule, it still remains the throbbing cultural heart of the city of Algiers. (§4)

/ˈtɜːkɪʃ/
/ˈempaɪə/
/ˌɑːkɪˈtektʃə/
/ˈpælɪsɪz/
/ˈeɪʃə maɪnə/
/ˈθrɒbɪŋ/

(Adapted from ***Africana: The Encyclopedia of African and African American Experience***, p.69)

Around the text

Grammar Explorer I

① Pick out the sentences which contain the comparatives and the superlatives of **quantifiers** in the text above. Write them in the corresponding boxes on the next page.

Comparatives of		Superlatives of	
superiority		superiority	
equality		inferiority	
inferiority			

② Consider the comparatives and the superlatives in the boxes you have filled in task 1 above and explain how they are formed.

See Grammar Reference, pp.216-217.

③ Fill in the blanks in the short exchanges below with appropriate quantifiers (**many, few, much, little**), or their comparative and superlative forms.

A.'How __(1) merchandise transited through the port of Algiers in the Phoenician period ? '

B.'Well, in those days there was very __(2) merchandise that transited through Algerian ports on the whole. But in comparison with the ports of Skikda and Annaba, **only** the __(3) quantity of merchandise transited through the port of Algiers, I mean, __(4) **than** through the port of Skikda or that of Annaba, because it was less safe than the latter.' ___________

A. 'How __(5) trading posts did the Carthaginians, have on the North African coast **after** their defeat by the Romans in the First and Second Punic Wars ?'

B. ' Well, actually they didn't have __(6). They used to have __(7), but they lost __(8) of them to the Romans.' ___________

A. 'How __(9) influence did the Carthaginian civilization exert on the Numidians ?'

B. 'Well, at the beginning, it exerted __(10) influence. By this I mean that it had __(11) influence than the Roman one. You know, the Carthaginians had __(12) contacts with the Numidians than the Romans. But when the Romans burnt down Carthage in the third Punic War (149 - 146 BC) __(13) Carthaginian refugees settled in Numidia. It was then that the Carthaginian civilization exerted the __(14) influence on the Numidians.'

Grammar Explorer II

① Pick out from the text on pages 22 and 23 the sentences that express **concession**.

② Now pick out from the text on pages 22 and 23 the sentences that express **time**.

③ Refer to the sentences you have picked out (in tasks 1 and 2 above) and answer the questions below.

A. Which other conjunctions can you use to convey the same relations as those expressed in the sentences you have written in the table above?
B. Which tenses are used in the sentence(s) that express time? Why?

See Grammar Reference pp. 226-227.

④ Combine the pairs of sentences (A-F) with appropriate conjunctions from the box below. Use appropriate tenses.

when ,before, after, though, although, as soon as , until, in spite of the fact that, despite the fact that

A { a. Tarik Ibn-Ziyad (cross) the Straits of Gibraltar.
b. Tarik Ibn-Ziyad (deliver) his most famous speech.

B { a. The Muslims (settle) in Andalusia.
b. The Muslism (transform) Andalusia into a prestigious cultural area.

C { a. Andalusia (have) an extremely diverse population.
b. Andalusia (maintain) its social cohesion and harmony for many centuries.

D { a. The Muslims (stay) in Andalusia.
b. The Spaniards (capture) the *Alhambra* in 1492, and (bring) down the kingdom of Granada.

E { a. The Spaniards (regain) power in Andalusia
b. Many Andulusians (take) refuge in the Maghrebian maritime cities.

F { a. The Muslims (leave) Andalusia in 1492
b. Islamic civilization (remain) an enriching element of the Spanish cultural heritage.

Vocabulary Explorer

① Copy the table below on your exercise book and fill in the missing member of each 'family' whenever possible.

Verb	Noun	Adjective	Adverb
invent	....	....	....
....	....	enriching	....
achieve	....	....	....
....	devotion	....	....
....	....	responsible	....
improve	....	....	....
....	practice	....	....
....	hospitality	....	hospitably
dedicate	....	....	....
....	science	....	....
develop	....	....	....
....	culture	....	....

② Discuss your answers to task 1 above with your partner. Then fill in the blanks in the text below with words from the table. Use the correct tense with verbs.

History shows that civilizations __ (1) one another. This __(2) is often the result of contacts of various kinds. For example, though Ancient Egyptians __(3) many things and achieved important scientific successes on their own, they did not keep these __(4) and __(5) for themselves. In their contact with Ancient Egypt, Greek travellers and scientists like Thales borrowed both __(6) and __(7) ideas from the ancient Egyptians. Greek genius contributed to the __(8) of these ideas. When the Roman civilization fell to ruins , it was the turn of the Arabs to take the __(9) of carrying on the torch of civilization. Arab caliphs like al'Mamun and Harun al-Rashid were __(10) patrons of the arts and sciences. They welcomed the most __(11) scientists and artists in their courts. These scientists did not only save the Greek __(12) heritage from loss, but they further __(13) it before transmitting it to the West.

③ Add negative prefixes **de-** or **dis** to the words in bold type in texts A and B below so that they make sense.

A. Aztec civilization **integrated** as a result of the Spanish conquest. The Spanish conquistador Hernàn Ferdinand Cortés (1485-1547) **possessed** the Aztecs of their wealth and **populated** the major Aztec cities.

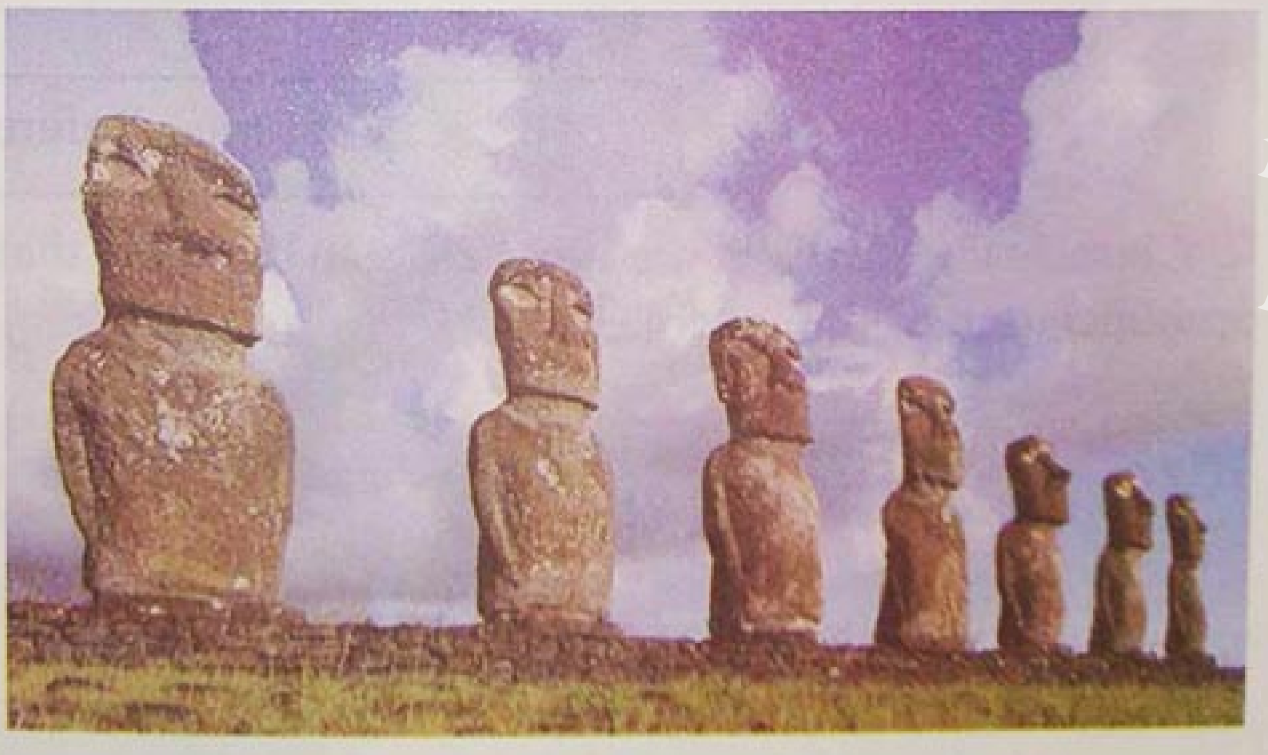
B. Historians **agree** on the real causes of the fall of Maya civilization. Some of them say that its **integration** was due to the spread of epidemics. But others **approve** by arguing that it came as a result of the **regulation** of the climate, and domestic **satisfaction** and **content**.

④ Compare your answers to task 1 above with those of your partner. Then find other words which can carry the prefix **de-** and **dis-** and use them in sentences of your own.

⑤ Fill in the blanks with **well + the past participle** form of the verbs in italics. Some verbs are irrelevant. An example is given.

inform – know – establish – keep – refine –found – balance – preserve – support – appreciate – document

Archaeologists with **well-established** reputation argue that Easter Island had a __(1) civilization before the Europeans' arrival there on Easter Sunday in 1722. On the basis of the __(2) statues still standing on the hills of Easter Island, they elaborated a __(3) theory to explain the disappearance of this civilization. According to this theory, if civilization in Easter Island disappeared, it was because the Easter Islanders were not __(4) about the dangers of cutting down trees in order to erect over 800 statues for their gods. These statues are __ (5) by tourists today.



Pronunciation and spelling

① The words in bold type in the text below contain spelling mistakes. Correct them.

Jean François Champollion (1790-1832) **studyed** Egyptian hieroglyphics. At the **begining** he thought that he could decipher this system of writing by **useing** the Coptic language from which he **believeed** Ancient Egyptian **developped**. But he was **provd** to be **terribley** wrong. When he realized that he was just **lieing** to himself, he **stoped triing** to decipher the hieroglyphics with the help of the Coptic language, and **turnned** to their study as an independent system of writing. The study of the Rosetta Stone, a slab of basalt with inscriptions **datting** from 197 B.C. **permited** him to discover the **mysterys** of the hieroglyphic system of **writting** in 1824. Champollion **enjoied** great popularity among his **contemporarys**. Today he is **considerred** the founder of Egyptology.

See Grammar Reference pp. 234-235.

② Compare your answers to task 1 above with those of your partner. Then pick out the verbs ending in **–ed** and classify them in the table below.

/d/	/t/	/ɪd/

See Grammar Reference pp. 236-237.

③ Classify the words in the box below in the table that follows according to the pronunciation of the letters **ch**.

archives – church – architect – coach – architecture – arch – alchemy – archaic – archipelago – archetype – epoch – archer – archaeology – artichoke – Archimedes – archway – archduke – archangel

/tʃ/	/k/
church	

④ Now listen to your teacher reading aloud the words in task 3 above and check your answers.

➤Think, pair, share⮜

Follow the guidelines below to write an ***expository*** essay (i.e., an essay that explains how things work. See p.40.) about *the challenges faced by modern civilization*.

①Work individually. Select three ideas from the thesis statement in the essay structure below.

Essay structure

Introduction — Thesis Statement:

There are three major threats to our civilization: nuclear warfare - pollution - natural catastrophes - diseases - economic collapse - collision with heavenly bodies.

Body:

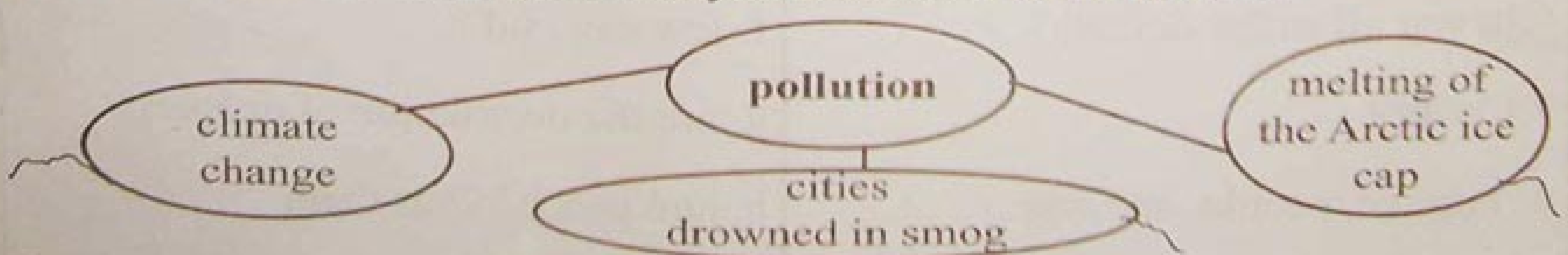
§1
- Topic Sentence: ______________________.
- Supporting Sentences: ______________________.
- Concluding Sentence: ______________________.

§2
- Topic Sentence: ______________________.
- Supporting Sentences: ______________________.
- Concluding Sentence: ______________________.

§3
- Topic Sentence: ______________________.
- Supporting Sentences: ______________________.
- Concluding Sentence: ______________________.

Conclusion:
______________________.

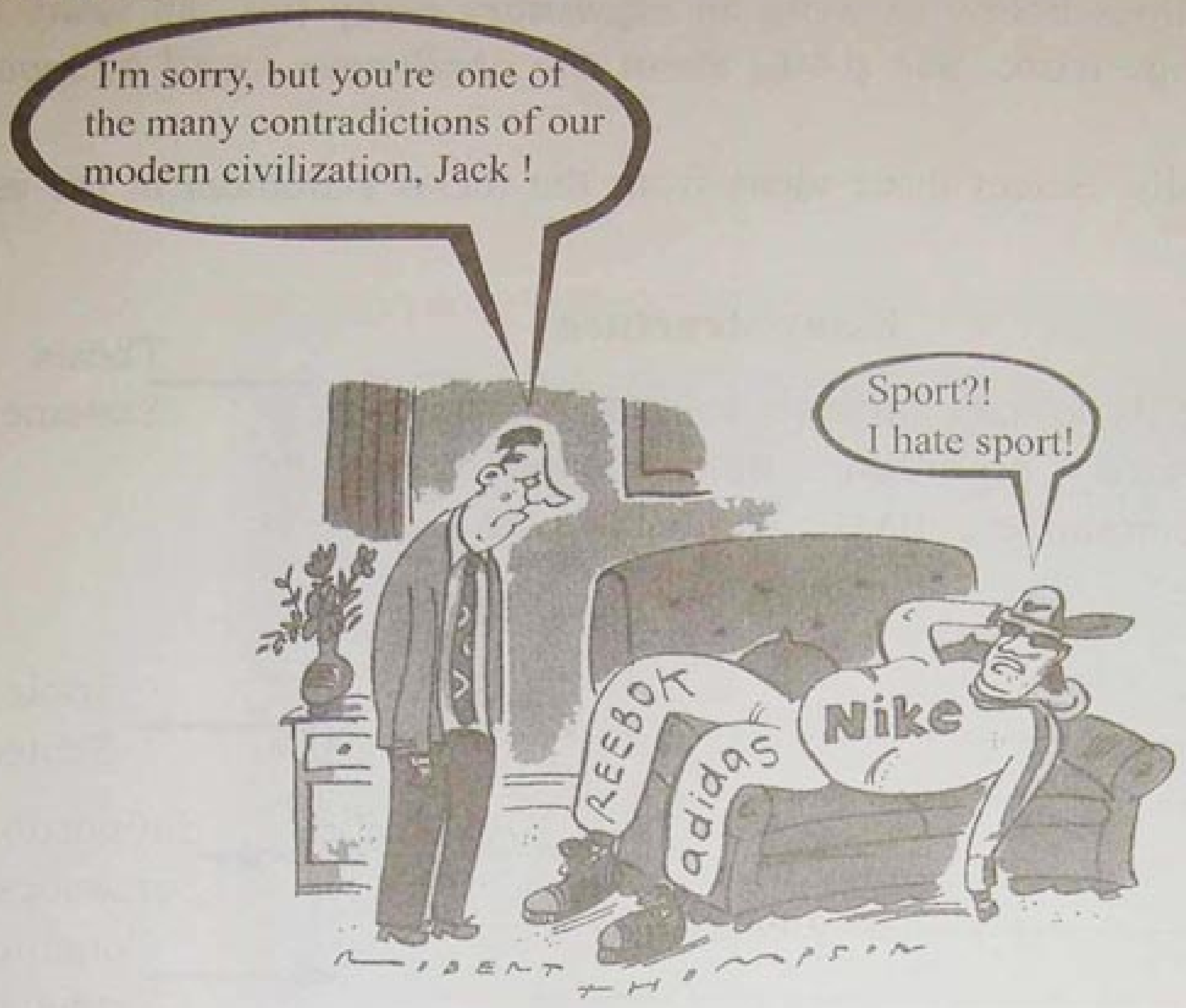
② Jot down details about the ideas you have selected as follows:



③ Write a first draft essay using the structure provided above. Then exchange drafts with your partner for error checking.

④ Write a revised version and share your ideas with the class.

▶ A cartoon





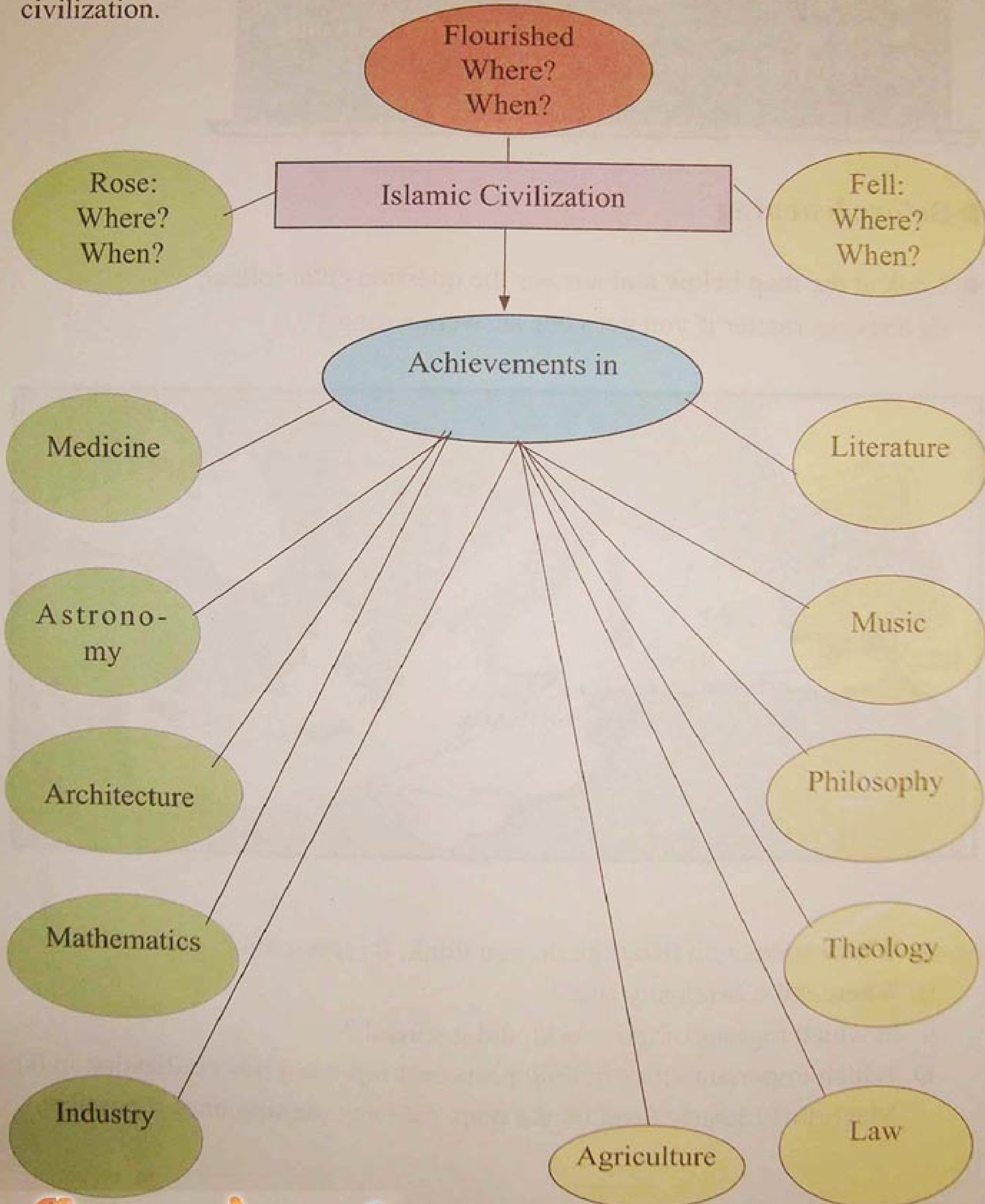
▶ Proverbs and sayings

Match each word or phrase in column A with a word or phrase in column B to have a proverb or a saying.

Column A	Column B
1.When in Rome,	a. than an ox in war.
2.Rome was not built	b. do as the Romans do.3.
3.Better an egg in peace	c. in a day.
4.All may begin a war	d. by the ears.
5.Cities are taken	e. costs nothing.
6.In war all suffer defeat,	f. few can end it.
7.Civility	g. are the destruction of peoples.
8. Famine, people, and war	h. and peace hangs them.
9. War makes thieves,	i. plenty.
10. Peace makes	j. even the victors.

ORGANISING

- Carry out research to fill in the spidergram below with relevant information. Then present your findings to the class.
- Enliven your spidergram by including pictures of achievements in Islamic civilization.



Skills and strategies outcomes
- Making and checking hypotheses/predictions
- Listening for gist
- Listening for detail
- Recognizing and showing a sequence of events
- Giving a narrative account

WRITING UP

▶ Before listening

- Look at the map below and answer the questions that follow. (It does not matter if you get your answers wrong.)



A. Which ancient civilization, do you think, it represents ?
B. Where did it originally rise ?
C. In which regions of the world did it spread ?
D. Which important cities/trading posts best represent this civilization in the Maghrib ? Identify them on the map. Add any missing ones if possible.

▶ As you listen

① Listen to a lecture about the civilization represented on the map on the previous page and check your answers to the questions on the same page.

- Have a look at the coping box below. Then do tasks 2 and 3 that follow.

Coping

In many listening situations, whether in your own language or in a foreign one, it is necessary to **recognize** and **sequence** the **main ideas** in order to be able to **follow** the **thread** of **what is being said**. We call this **listening** for **gist** (main ideas). When you listen for **gist**, it is **not necessary** to **understand every** word. You should concentrate on recognizing **key words**, i.e. the **words** that the speaker considers to be **important** and which are usually **stressed** in English.

② Sentences A-E below are not in order. Listen to the lecture again and **re-order** them according to their occurrence in the lecture.Write letters A-E in the following table.

Order in the lecture	1	2	3	4	5
Jumbled sentences					

A. The Phoenicians didn't simply barter their goods; they also spread the alphabet in the Mediterranean Basin.
B. Later they settled along the eastern shore of the Mediterranean.
C. By 1000 B.C., they sailed from one end of the Mediterranean to another.
D. Originally, the Phoenicians used to live in the desert.
E. Down to 1200 B.C., most of their trade was with Egypt.

③ Listen again to the same lecture and **select** from the box below the **4 terms** that best describe the qualities of the people who developed the civilization represented on the map on page 32. Justify your choice.

a. warlike	b. peaceful	c. nomadic
d. business-minded	e. ignorant	f. knowledgeable

▶ After listening

- Have a look at the coping box. Then do the task that follows.

Coping

When we give a historical account or tell the story of something or someone, we resort to an organisational pattern based on **chronology**. To convey chronological order we use :

- Past tenses (generally the past simple and occasionally the past perfect)
- Sequencers which express :

❶ **the beginning of a list** : first, to start with, to begin with, originally, etc.
❷ **the continuation of a list :** next, then, shortly afterwards, later, etc.
❸ **the end of a list**: finally, at last, eventually, in the end, etc.

- Time conjunctions: when, as soon as, while, before, after, once, etc.

- **Task:** The sentences below are **not in order**. **Re-order** them to get a coherent text about the history of papermaking. Write letters A-G in the table below. Then explain how you have found the order of the sentences.

Order of the sentences	1	2	3	4	5	6	7
Jumbled sentences							

A. For a long time papermaking with such materials was a monopoly of the Chinese.

B. The Arabs improved the papermaking process considerably.

C. About the year 105 A.D., a Chinese official called Ts'ai-Lum discovered that paper could be made from bark, old linen and other materials.

D. It reached the Maghrib about 1100, and then was introduced into Spain, France, Italy and Germany.

E. It was so made until about the eighth or ninth century A.D.

F. The craft spread to Baghdad and Damascus.

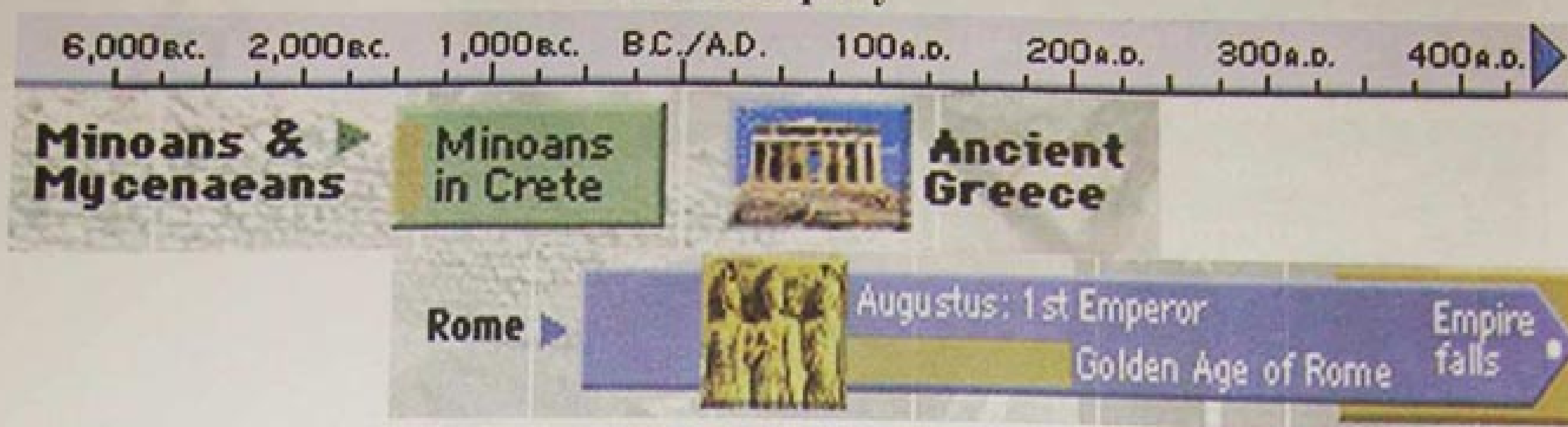
G. The Arabs learned the secret from Chinese prisoners, captured in the fighting around Samarkand between 704 and 750 A.D.

▶ Saying it in writing

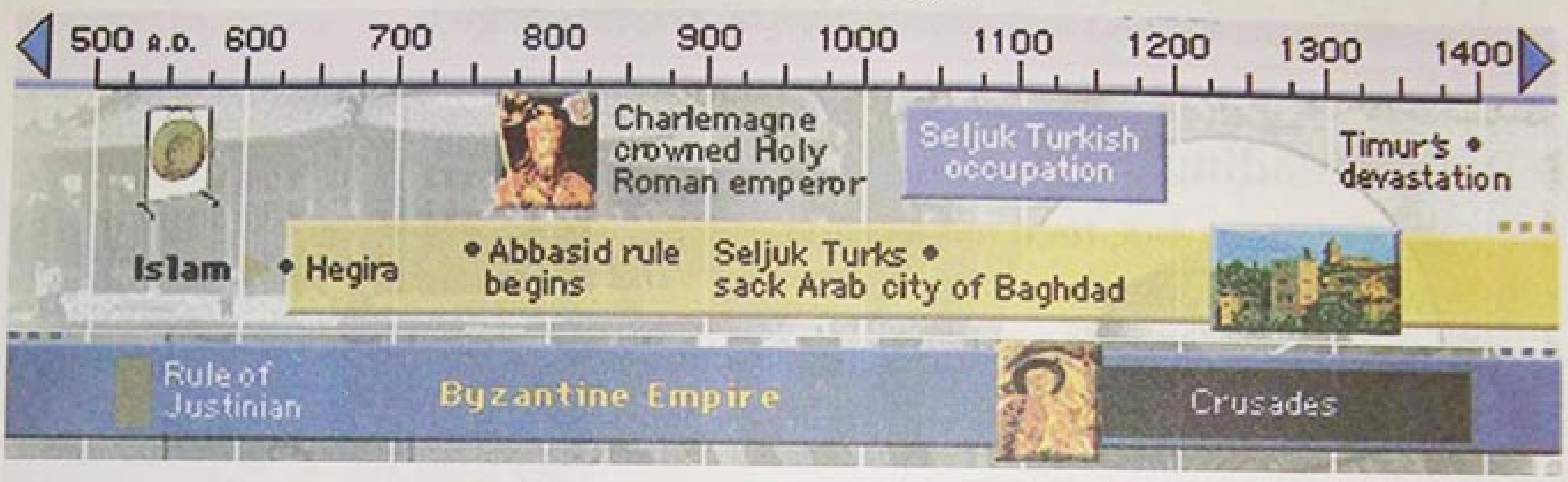
- Prepare a short historical account of the development of Western civilization using the timelines on the next page. Before writing and giving your account to the class, **list**, **select** and **organise** the major events in a timeline of your own.

Start like this: Western civilization is one of the world's twenty-six civilizations. It started in ____________

The Antiquity



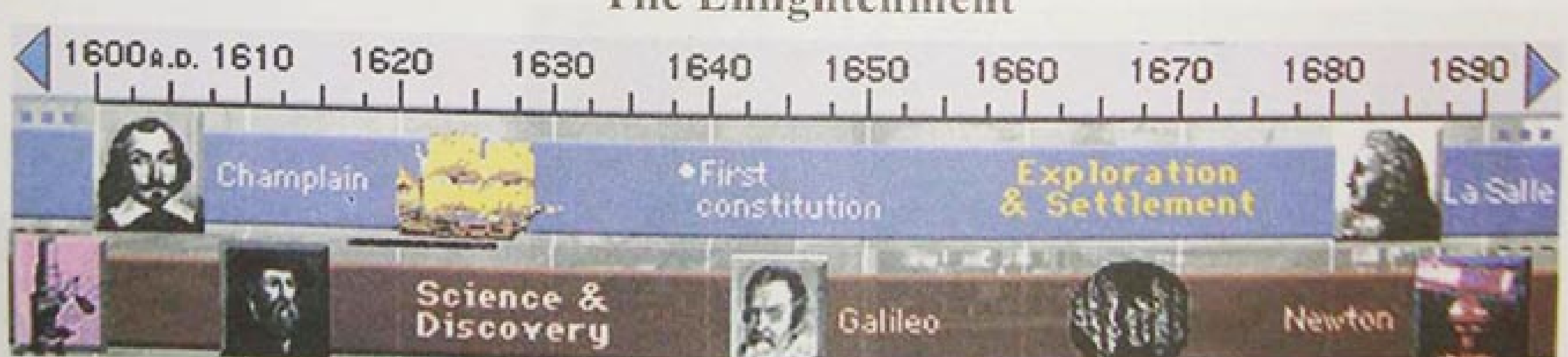
The Middle Ages



The Renaissance



The Enlightenment



The Industrial Revolution



The Nineteenth and Twentieth Centuries ...

Skills and strategies outcomes

- Skimming
- Scanning
- Identifying reference words
- Recognizing types of discourse
- Summarizing
- Writing a story

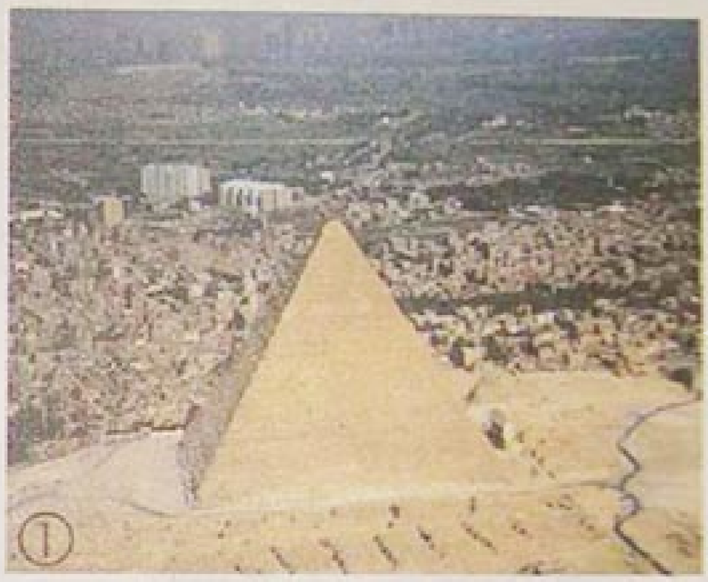
P

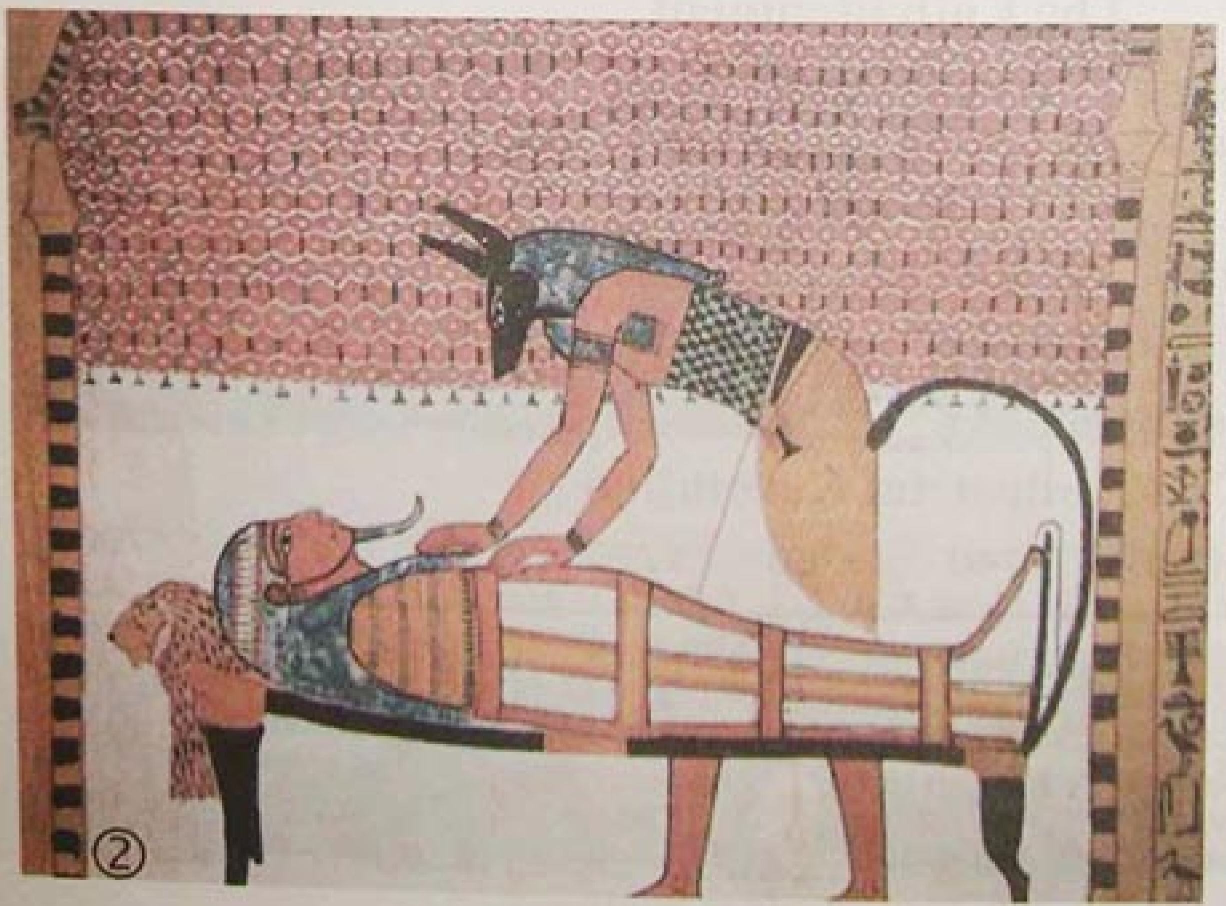
ASSESSING

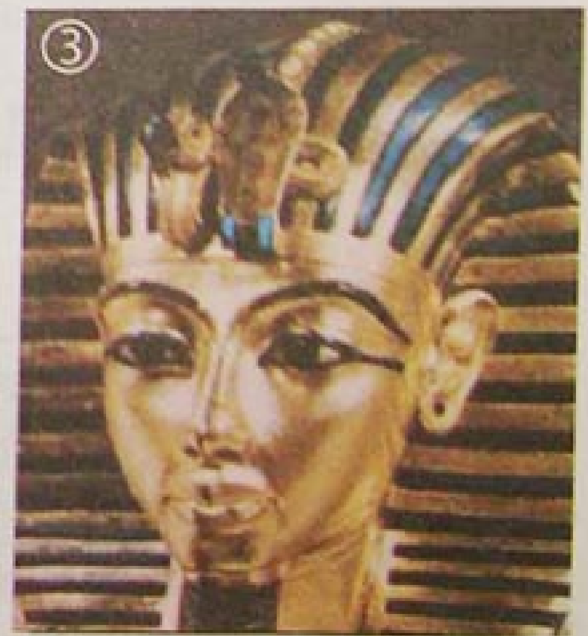
▶ Before reading

- Look at pictures 1-3, then answer the following questions.

1. What does each of the pictures represent ?
2. Which of them shows one of the Seven Wonders of the World ?
3. Which Ancient Egyptian king have you heard of ? What was he famous for ?
4. Which stories in your culture are associated with Egypt ? Say a few words about them.


①


②


③

▶As you read

- Have a look at the coping box and do task 1 that follows.

Coping

Skimming means reading quickly for **gist** (general meaning). You skim through a written text in order to find out about the topic, the main ideas and the general organisation.

When you are asked to skim through a text, **you needn't** know every word and sentence in the text. You should concentrate, instead, on recognizing **key words**, i.e. words that the writer considers to be important. Key words are often repeated in the text.

① Skim through the **introduction** and the **conclusion** of the text below and pick out four to six key words.

TEXT

Ancient Egyptian civilization rose in the Nile Valley. As in Sumer, the need for an irrigation system first led farmers to join together and cooperate. But the bonding together of men developed much further in Egypt. Sumer remained a land of small city states whereas the people of Egypt became united under the rule of a single king. **This** made of Egypt the first nation in history. (§1)

The Pharaoh's government did many important things. **It** protected the land and **its** inhabitants by organising defences to keep out the raiding war-bands **which** sometimes attacked the country from the desert. The preserving of internal peace was another of the Pharaoh's tasks. The people of a nation can only live together if the rulers make sure that the laws are obeyed. Many of the laws of the Egyptians were traditional, that is to say, **they** had grown up gradually, over the centuries. But the Pharaoh could make new laws, and did **so**, whenever he thought it necessary. (§2)

In countless ways, then, the Egyptians derived great benefits from their system of national government. But **this** was only one reason why **they** stayed a united people throughout ancient times. Another reason was **their** national pride and strong sense of belonging together. The Egyptians

/ˈvælɪ/
/ˈsuːmə/
/rɪˈmeɪnd/
/juːˈnaɪtɪd/
/ˈfeərəʊ/
/ɪnˈhæbɪtənts/
/əˈtækt/
/prɪˈzɜːvɪŋ/
/trəˈdɪʃənl/
/ˈsentʃərɪz/
/dɪˈraɪvd/
/ˈɡʌvənmənt/
/əˈnʌðə/
/təˈɡeðə/

felt that **they** were privileged to have been born in Egypt. All other lands, **they** thought, were cold and dark, and the people who lived in **them** more akin to animals than to human beings. (§3)

/lɪvd/

It was the Ancient Egyptians' feelings and beliefs about the Pharaoh that provided the strongest unifying force of all. In Sumer, the king of each city was thought to be the chief servant of the city's god. The Egyptian idea of kingship went further than this. They thought that their king was himself a living god, a divine ruler who had magic control over the weather and the Nile, and who alone brought safety, prosperity and happiness to the nation. The Pharaoh was revered to such a degree that his people dared not mention him by name. **They** only spoke of the palace in which **he** lived. That is why **they** called **him** Pharaoh, which means 'great house'. (§4)

/bɪˈliːfs/ /ˈθɔːt/ /ˈkɪŋʃɪp/ /dɪˈvaɪn/ /naɪl/ /prɒˈsperətɪ/ /rɪˈvɪəd/

When we realize how much the Pharaoh meant to the Egyptians, it is easier to understand how the pyramids came to be built. Since **he** was a god, **he** could not be allowed to die. It was believed that **his** spirit would survive only if his body were preserved, together with everything that was needed for its future well-being. The pyramids, therefore, were designed as eternal dwelling places for the god-kings from where the dead Pharaohs would continue **their** magic work for their 'beloved land'. (§5)

/ˈrɪəlaɪz/ /ˌʌndəˈstænd/ /əˈlaʊd/ /səˈvaɪv/ /ˈniːdɪd/ /dɪˈzaɪnd/ /ɪˈtɜːnl/ /ˈmædʒɪk/

The effort and resources needed to build pyramids were so great that from the 25 th century B.C onwards, they had perforce to become smaller and smaller. The later Pharaohs were buried, not in pyramids, but in rock tombs. Yet the contents of the tombs remained as extravagant as before. When Howard Carter discovered the tomb of Tutankhamun in 1922 it proved to contain the most incredible burial treasure ever found. With all this treasure going into the ground instead of being invested, it was no surprise that eventually the Pharaohs proved to be the major cause behind the decline and fall of ancient Egyptian economy, and therefore of its civilization. (§6)

/rɪˈsɔːsɪz/ /pəˈfɔːs/ /ˈberɪd/ /ˈtuːmz/ /ˌtuːtəŋˈkaːmen/ /ˈtreʒə/ /ɪˈventʃʊəlɪ/ /dɪˈklaɪn/

(From Victor Skipp, ***Out of the Ancient World***, Penguin, p. 61.)

② Use the key words you have picked out in task 1 (page 37) to give a title to the text.

③Now, skim through the whole text and match ideas A-G below with their corresponding paragraphs. One of the ideas is irrelevant. Write paragraph numbers in the boxes.

A. The Pharaoh's government ☐
B. The importance of the Pharaoh for the unity of Egypt ☐
C. The unification of ancient Egypt ☐
D. Patriotic feelings in ancient Egypt ☐
E. The reason for the ruin of Egyptian economy ☐
F. The idea behind the building of the pyramids ☐
G.Tutankhamun's treasure ☐

④ Have a look at the coping box and do the task that follows.

Coping

Scanning means reading for **specific pieces** of information (a fact, or a detail, or a particular word). When you scan written texts, your eyes **should move quickly** to find the information you are interested in. Ignore irrelevant items. What counts here is your power of observation.

- **Task:** Scan the text and answer the following questions.

A. What is the major difference between ancient Sumer and ancient Egypt ?
B. What are the benefits that ancient Egyptians derived from their system of national government ?
C. What does the name 'Pharaoh' mean in the ancient Egyptian language ?
D. Why were the pyramids important for ancient Egyptians ?
E. Who discovered Tutankhamun's tomb ?

⑤ Circle and link the words written in bold in the text with the items they refer to. E.g.

the people of Egypt became united under the rule of a single king.
This made Egypt the first nation in history. (§1)

▶ After reading

① Have a quick look at the coping box below. Then decide which type of discourse the text you have studied belongs to.

Coping

There are five major **types of discourse** in prose texts: descriptive, expository, narrative, argumentative and prescriptive.

- ❑ As their name indicates, **descriptive** texts do just that: they **describe** people, places, things, etc.
- ❑ **Expository** texts **explain** how things work, and why these things are what they are.
- ❑ **Narrative** texts **tell** the story of something or someone.
- ❑ **Argumentative** texts are texts which **defend** points of view.
- ❑ **Prescriptive** texts are texts which **give instructions**.

Note: There may be more than one type of discourse in the same text.

② Write a short summary of the text (about one-fifth of it) you have studied. Your teacher will tell you about the strategies for making a summary.

▶ Writing development

● *Follow the guidelines below to write your own version of the Ancient Greek myth of Ulysses.*

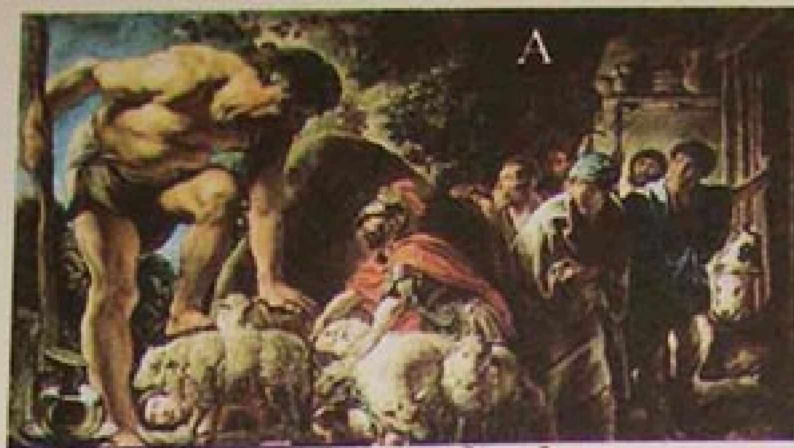
① The pictures on the next page are illustrations of the Ancient Greek myth of Ulysses. They are not in order. Re-order them according to chronology.

② Jot down ideas about each picture. Then select the most relevant ones and start writing your draft narrative. Don't pay attention to mistakes at this stage.

③ Check whether your ideas are developed coherently. Then review your narrative for grammar and spelling mistakes.

④ Exchange drafts with your partner for error checking.

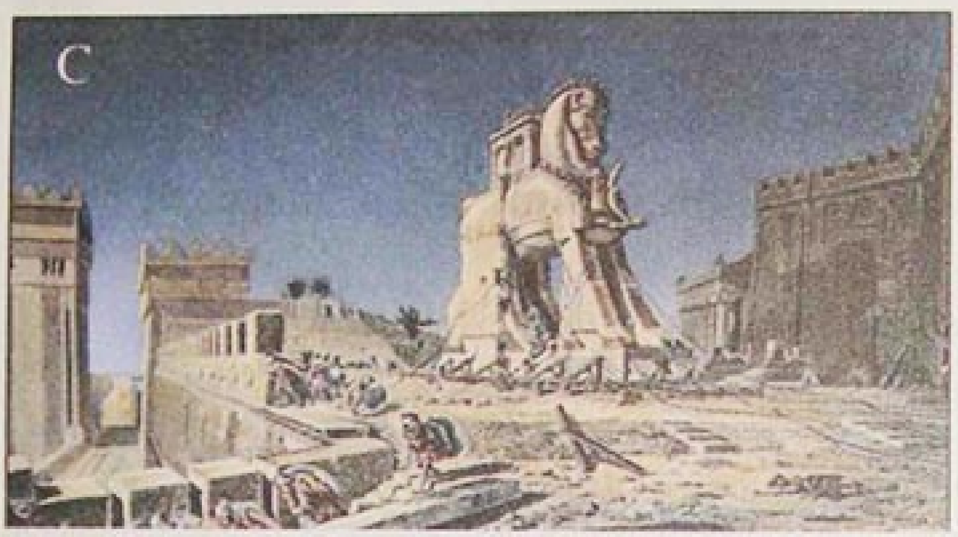
⑤ Hand your revised narrative to your teacher.



Polyphemus the Cyclops



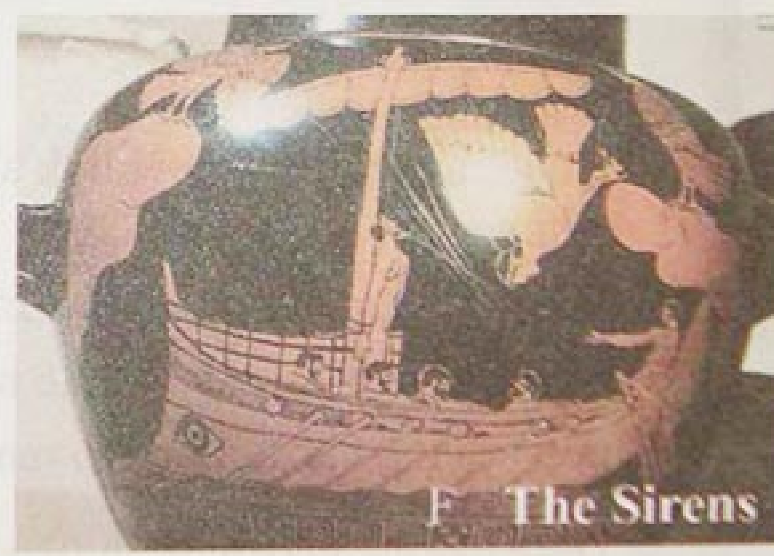
Paris's Abduction of Helen



Trojan Horse



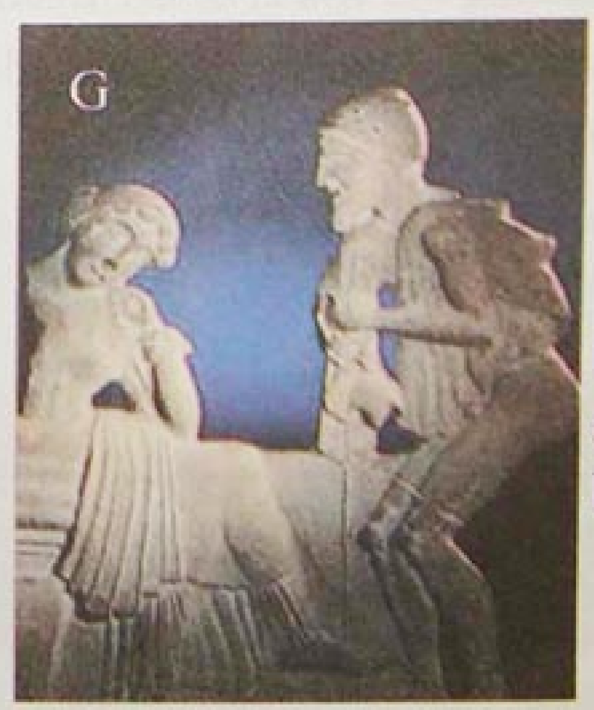
Ulysses's Homecoming



The Sirens



Greek Siege of Troy



Penelope and Ulysses

Project Outcome

Making the profile of an ancient civilization (e.g. Greece)

Your profile should include three to four of the following items:

- ❑ Information about the place where and the time when Ancient Greek civilization flourished.
- ❑ Information on two Ancient Greek major cities (e.g. Athens, Sparta).
- ❑ A short account of the life styles, beliefs, customs, myths, and laws of these cities.
- ❑ Information on the contributions made by Ancient Egypt and Phoenicia to ancient Greek civilization.
- ❑ A summary of the major achievements of this civilization in science, philosophy, politics, etc.
- ❑ Information on the civilizations that preserved the Greek cultural heritage for mankind.

N.B. Illustrate your profile with maps, pictures of monuments, etc.

Alternative projects

- A booklet/leaflet/guidebook about the cultural heritage of your region (monuments, ruins, crafts …)
- Making a timeline from the most ancient civilizations (Chinese, Egyptian, Aztec, etc.) to the most modern ones, highlighting their most important contributions to mankind
- Drawing the wheel of civilization
- Making the profile of one civilization of pre-Columbian America

Web sites

www.civilization.ca www.kidadoweb.com www.history for kids.org
www.jeuxvideopc.com www.samizdata.net www.skyminds.net

Language assessment

① Show what you can really do with the language items checklisted in the learning log below by using them in illustrative sentences of your own.

I can	very well	fairly well	not well
A. speak about beliefs and customs using **used to.**		✓	
B. ask for and give information about a civilization using **ago.**			
C. speak about obligations in the past using **had to**.			
D. talk about the past achievements of ancient civilizations.			
E use appropriate articles with concrete and abstract words.			
F. use **though/ although/ despite the fact that/ in spite of the fact that** to express concession.			
G. narrate a very short episode in the life of a legendary figure using the past simple, the past perfect and appropriate conjunctions of time.			
H. use adjectives and verbs with **dependent prepositions**.			
I. use the comparatives and the superlatives of quantifiers: **much**, **little**, **many**, **few**.			
J. make compound adjectives with **well+past participle**.			
K. spell words correctly when I add to them such endings as **-ed**, **-ing**, **-s** and **-er**.			
L. pronounce the –**ed** ending correctly.			
M. pronounce the past forms of the auxiliary **be**.			
N. pronounce words containting letters **ch**.			

② Tick (✓) next to each item in the learning log to indicate what you think is your level of performance. Then hand a copy of the learning log with your examples on a separate page to your teacher.

Skills and strategies assessment

Take the test that your teacher will assign to you on one of the texts in the **Resources Portfolio** at the end of this book so as to check your progress in terms of skills and strategies.

Poems about the Rise and Fall of Civilizations

I've known rivers :
I've known rivers ancient as the world and older than the
Flow of human blood in human veins.
My soul has grown deep like the rivers.
I bathed in the Euphrates when dawns were young.
I built my hut near the Congo and it lulled me to sleep.
I looked upon the Nile and raised the pyramids above it.
I heard the singing of the Mississippi when Abe Lincoln
Went down to New Orleans, and I've seen its muddy
Bosom turn all golden in the sunset.
I've known rivers :
Ancient, dusky rivers.
My soul has grown deep like the rivers.

Langston Hughes (1902- 1967), ***Weary Blues***

I met a traveller from an antique land
Who said : 'Two vast and trunkless legs of stone
Stand in the desert .... Near them on the sand
Half-sunk, a shattered visage lies, whose frown
And wrinkled lip, and sneer of cold command
Tell that its sculptor well knew those passions and
Which yet survive, stamped on those lifeless things
The land that mocked them, and the heart that fed.
And on the pedestal these words appear :
"My name is Ozymandias, King of Kings
Look on my works, ye Mighty, and despair."
Nothing beside remains. Round the decay
Of the colossal wreck, boundless and bare,
The lone and level sands stretch far away.

Percy Bysshe Shelley (1792- 1822)

Project outcome

Writing a charter of ethics

For further information, have a look at page 71.

TRANSPARENCY INTERNATIONAL
the global coalition against corruption

ISO

- **International Standards Organisation**
- **Label conferred upon goods/services that comply with ISO**

- A non-gouvernmental organisation



Language outcomes

- Expressing wish and desire with <u>wish</u> and <u>it's high time</u>
- Asking for and giving advice and warning using <u>should</u>, <u>ought to</u> and <u>had better</u>,
- Pronouncing words ending in <u>–ics</u>
- Making a public statement

BRAINSTORMING

▶Getting started

● Look at the picture and say what it shows. Then do tasks 1 and 2 below.

① Which of the practices below do you regard as morally acceptable (ethical),and which ones as morally wrong (unethical) ? Justify your answer.

A. Bribing ie., undertable payment for corrupt officials to win public contracts or favours.

B. 'Whistle blowing', i.e. revealing confidential information to the police or to a newspaper that your company, for example, is breaking health and safety regulations.

C. Spending money on lobbying, i.e. trying to persuade politicians to pass laws favourable to your particular industry.

D. False accounting, i.e. using all available procedures including deception to hide the true financial position of your company.

E. Militating in an anti-corruption association/ society.



Undertable payment

② Explain in about three sentences what you understand by **ethics in business**.

▶Let's hear it

● There is a **missing word** in each of the sentences below. Listen to an interview and insert the missing words where appropriate, so that the sentences become meaningful.

A. The Right-to-Know Association is an body.

B. Transparency International publishes an annual about the level of corruption in most countries of the world.

C. So you think there are of winning the fight against corruption.

D. Sorry to you, but should citizens be involved in this fight to stop corruption ?

Around the text

Grammar Explorer I

● *Consider sentences 1 and 2 below and answer questions A-D that follow.*

1. We **will** eradicate corruption **providing (that)** we act now.
2. The chances of eradicating corruption **will** increase **as long as** all countries are committed to fighting it.

A. Which of the following items do you think can be used instead of the words in bold ? a. **even if** b. **but only if** c. **except if** d.**even though**

B. What do **providing that** and **as long as** express ?

C. Which clauses in the sentences are subordinate clauses, and which ones are main clauses ?

D. Which tenses are used in the clauses ? What time do they refer to ? Draw the rule for the use of these tenses with **providing that** and **as long as**.

See Grammar Reference p. 218.

● **Task:**Link each of the pairs of sentences below using **providing/provided that** and **as long as** with the right tenses for the verbs in brackets. One of them is in the passive voice.

A { a. Banks (lend) you money to start a business.
b. You (promise) in writing to pay them back.

B { a. Your business (continue) to prosper.
b. You (keep) your probity and integrity.

C { a. The Mayor (elect) for a second term.
b. He (manage) to avoid corruption scandals.

D { a. Algeria (attract) more foreign investments.
b. It (pass) stricter anti-corruption laws.

E { a. The government (regain) the confidence of the citizens.
b. They (fight) bribery, embezzlement, and nepotism.

Grammar Explorer II: Revision

Consider sentences A-E and do the tasks that follow.

A. I **wish** our fellow citizens **had heard** our call for fighting corruption earlier than now.

B. I **wish** the present anti-corruption laws **were** tougher.

C I **wish** our government **would pass** a law giving the citizens the right to know how public funds are spent, and the sooner the better.

D.**It's high time** we **organised** ourselves into an anti-corruption association.

E. **It's about time** we **fought** this pollution.

① Sentences A and B express regret. What tenses are the verbs following **I wish** ? Match these sentences with the time references below:

1. Regret about the present 2. Regret about the past

② What does sentence C express: regret or desire? What's the relevant time reference?

③ Sentences D and E convey advice about what to do although it is already a little late. Rewrite them using the modal **should** in the past.

Start like this: We should have ______.

See Grammar Reference pp. 218-219.

① Rewrite sentences A-D below using **it's (high/about) time** to express your impatience with bureaucratic malpractices.

A. You think that the government should take measures to stop tax evasion.
B. You think the something should be done to eradicate the'underground' economy in our country.
C. You feel strongly that speculators of all sorts should be jailed.
D. You think that public authorities should make anti-smuggling laws more stringent.

② Respond to each of the situations below by writing a sentence starting with the verb **wish**. Pay attention to the tenses.

A. Someone regretting having stolen public funds.
B. Someone wishing himself home and not in prison. (Use the auxiliary **be**)
C. Someone wishing himself out of the affair. (Use the auxiliary **be**)
D. Someone expressing the wish(to the judge) to be given a second chance.
E. Someone expressing the wish of being capable of eradicating nepotism.
F. Someone expressing the wish to live in a corruption-free society someday.

Grammar Explorer III:Revision

Consider sentences 1 and 2 below. Then discuss questions A-C that follow.

1. *Citizens **had better** stop shrugging their shoulders at bureaucratic abuse.*
2. *They **had better** not say that the fight against corruption is not their own business.*

A.What do the items in bold type express ?
B.Which of the items in the box below could you use to express the same idea as in sentences 1 and 2 above ? Use them to rewrite the sentences.

may – could – ought to – should – must – have – If I were you – might

C.What is the short form/contraction of the words in bold type? In which of the two sentences could you use this short form ?

D. Use the modal **should** in an interrogative sentence of your own.

See Grammar Reference pp. 219-220.

● **Task:** Rewrite statements 1-5 below using **had better/'d better** or **had better not/'d better not** to convey the same meaning as that conveyed by the sentence given.

1. I have to meet our manager in 20 minutes. I must go now or I'll be late.
2. "Should I keep these files in a safety deposit box?" "Yes, you should. They contain top secret information about our company."
3. You don't look very well. If I were you, I wouldn't go to work today.
4. You should pay your electricity bill within a fortnight , otherwise you will owe a late fee.
5 "Let's go out tonight?" "I don't think we should. We've a lot of work to do."

Vocabulary Explorer

① There is a logical connection among **three** of the four items in each of the groups of items below. Which is the odd one out ? Why ? Get help from your dictionary.

A. fraud – corruption – business – **money laundering**
B. false accounting – creative accounting – **auditing** – tax evasion
C. to smuggle – to bribe – **to trade** – to counterfeit
D. auditor – accountant – economist – **customs officer**
E. probity – honesty – loyalty – **abuse**

② Use the words in bold type in lists A-B above in sentences of your own.

③ Complete the blanks in texts A-D with the words in the box that precede each of them. Some words can be used more than once.

corrupt (v) – bribery (n) – corruption (n) – bribe (n) – bribe (v) – corrupt (adj)

A __(1)is the illegal payment made to a person in order to persuade her/him to do you a favour. Informally, it is called a backhander, a kickback or a sweetener. To __(2) a civil servant is to __(3) her/him. Anyone who accepts __(4) is __(5) and is invovled in__(6). In informal English, this is called a sleaze. (A)

embezzler – accountant– embezzlement – false invoices – fraud– bank accounts

__(1) is a type of __(2) where someone illegally gets money from their employer. For example, an __(3) who sends __(4) to the company he works for, and pays money from his company into __(5) of false companies he has 'created' is an __(6). **(B)**

money – cash deposit – money laundering – tax inspectors – criminal organisations

__(1) consists in hiding the illegal origin of __(2). For instance, __(3) may buy property with money from drugs in order to disguise its origin from __(4). When they sell the property, the money becomes 'legal'. Most banks now help stop __(5) by telling the police and tax inspectors when someone makes a large __(6). **(C)**

wrong – right – ethical behaviour – unethically – ethical issues – code of ethics

To have an __(1) consists in doing things that are morally right. Areas where choices have to be made about what is __(2) and what is __(3) are called __(4). Some organisations have a __(5) where they say what their managers' and employees' behaviour should be in order to prevent them from behaving __(6). **(D)**

Pronunciation and spelling

Consider the spelling form of the words in sentences A-D below and answer questions 1-4 that follow.

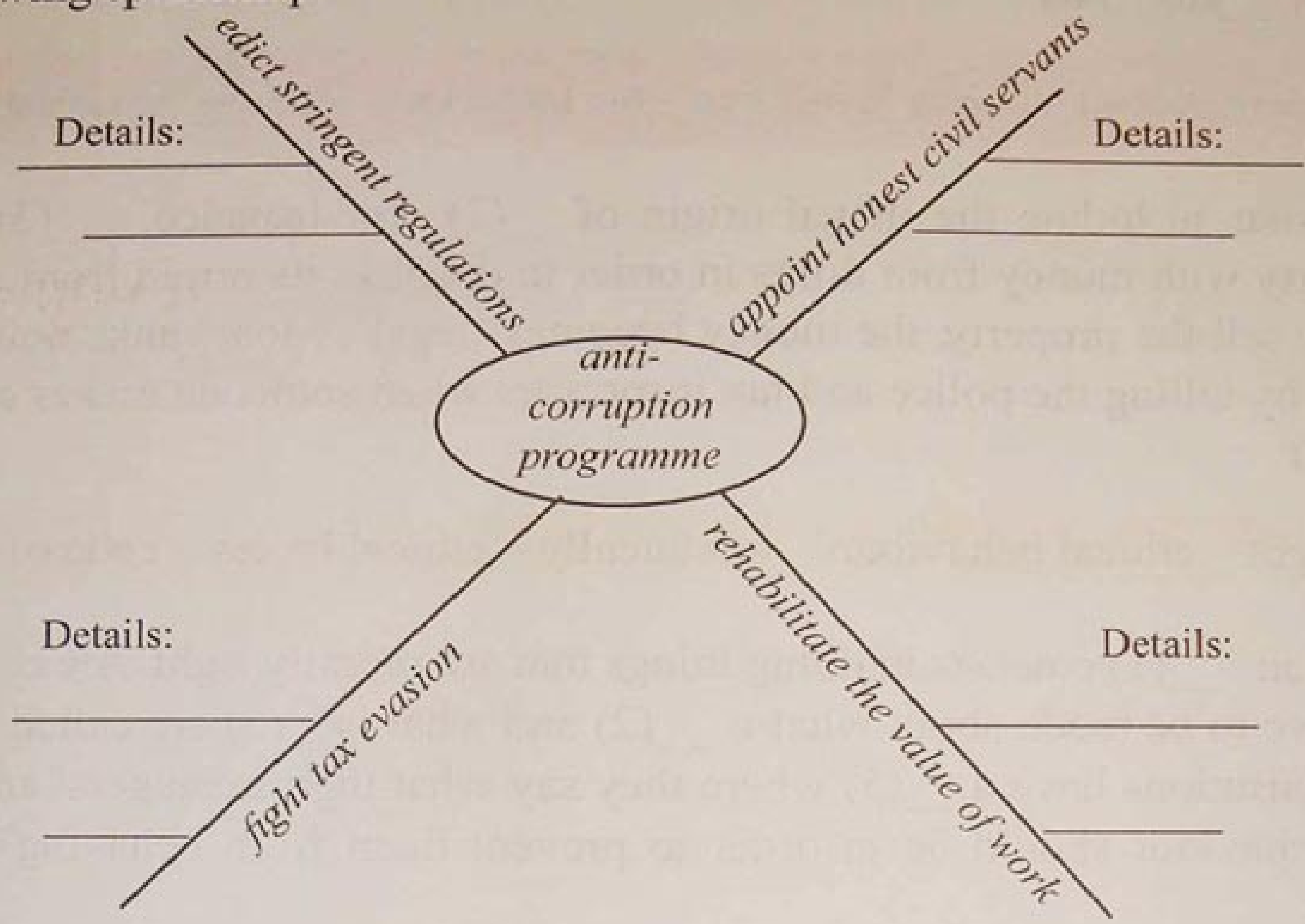
A. **Ethics** are moral beliefs about what is right or wrong.
B. **Ethics** is the study of moral beliefs.
C. **Statistics** are collections of information in numbers.
D. **Statistics** is a branch of mathematics.

1. What do you notice about the ending of the words in bold type?
2. What do you notice about the verbs which come after them ? In which case do we use the singular form of the verb after the words in bold ?
3. Listen to your teacher and put a stress mark on the syllable you hear most in the words in bold. What do you notice ?
4. Do you know of any nouns ending in **-ics** ? Tell them to your classmates.

➤Think, pair, share ◂

● Prepare a short public statement saying what you would do to fight corruption **if you were elected** mayor of your town. Follow the procedure below.

① Individually, jot down ideas about your anti-corruption programme using the following spidermap.



② Compare your spidermap with that of your partner. Are there any interesting ideas that you can exchange ?

③ Join a group (representing your campaign counsellors). Together select the most relevant ideas from your spidermaps and write a draft public statement. Start with a punchy topic sentence. E.g.

Dear fellow citizens,

Corruption is an evil that must be fought now !

Useful language

Make the best use of the grammar and the vocabulary you have learnt in this unit and of the following **link words** :

- to begin with, first, next, finally, etc.
- because, since, for, as, as a consequence, therefore, etc.
- in order to, so as to, so that, etc.

④ Conclude with a punchy sentence. Then as a group, review your public statement and read it aloud to the class.

Language outcomes

- Using the present continuous passive in descriptions
- Expressing cause and result: because, so +adj+that ...
- Expressing obligation and necessity with must/have to
- Forming nouns by adding suffix -ty to adjectives
- Forming opposites by adding prefixes dis- il-, etc.
- Writing an opinion article

FACT FINDING

▶Getting started

- Discuss the following questions.

1. Look at the picture below. What does it represent ?
2. Would you accept to buy copies/imitations of products such as perfume ? Why or why not ?
3. Where do you think is the difference between genuine and counterfeit products ?
4. Can you name some of the counterfeit products currently available on the Algerian market ?
5. Have you ever bought a counterfeit ? If yes, how did you realize that it was a counterfeit ?
6. Is it right or wrong to imitate products ? Justify your opinion.



A customs officer showing counterfeits of famous European paintings

▶Taking a closer look

● Read the text below and answer the followingquestions.

A.Why is it difficult to distinguish between imitations and genuine products ?

B. Why are counterfeit medicines harmful? Is it because they contain: **a**. an excess of **b**. a lack of **c**. **a** sufficient amount of or **d**. no active ingredients ?

C. What are the three major consequences of counterfeiting in the European Union?

D.Why is the imitation of property considered a theft ?

E. What advice does the author give to companies sufffering from counterfeiting?

F. Do you agree or disagree with the writer's conclusion ? Justify your answer.

Imitating property is theft

A counterfeit is something that is forged, copied with the purpose of deceiving or defrauding. To most people, counterfeiting means essentially forged currency. But in reality, products of all sorts, medicines, mobile phones, food and drink, and even car parts are being copied everyday by counterfeiters. These products are imitated to such perfection that it is difficult to distinguish between the genuine and the fake products. (§1)

Counterfeiting has become a global phenomenon. According to statistics released by the World Trade Organisation, up to 7% of medicines worldwide may be counterfeits – with too few active ingredients, too many contaminants, fake labels or recycled packaging that covers up expiry dates. A recent study shows that 10% of car parts sold in the European Union are fakes. Last year, the police raided three aviation parts manufacturers in Rome, seizing more than $2 million worth of used parts – modified and repackaged to look as good as new. (§2)

Counterfeiting is not without consequences. A study conducted in 2000 by the Centre for Economics and Business Research estimates that the EU has lost 17,120 jobs as a result of the counterfeiting of clothing, cosmetics, toys, sports equipment and medecines. As counterfeiters rarely pay duties or taxes, EU governments have also lost a lot of revenue. This loss amounts to 7.4 billion dollars a year. As far as companies are concerned, the loss in profitability is so big that most of them have launched advertisement campaigns against counterfeiting. (§3)

/ˈkaʊntəfɪt/
/dɪˈsi:vɪŋ/
/ˈkʌrənsɪ/
/ˈmedsnz/
/ˈɪmɪteɪtɪd/
/ˈdʒenjʊɪn/
/fɪˈnɒmɪnən/
/stəˈtɪstɪks/
/ɪnˈgrɪ:dɪənts/
/feɪks/
/mænjuˈfæktʃərəz/
/rɪˈpækɪdʒd/
/ˈkɒnsɪkwənsɪz/
/ˌi:kəˈnɒmɪks/
/ˈestɪmeɪts/
/kɒzˈmetɪks/
/ˈtæksɪz/
/ˈrevənju:/
/ˈkʌmpənɪz/
/ˈlɔ:ntʃt/
/kæmˈpeɪnz/

However some consumers, both in the developed and the developing countries, are relatively unconcerned about counterfeiting. Since brands are too expensive, many of these consumers are obliged to buy counterfeits to satisfy their needs. These consumers know well that they mustn't buy imitations because they are just like stolen property. They are also aware that they must refrain from buying them because of their lower quality and lack of safety standards. And yet consumers, especially those with low incomes, feel that they have to purchase them , for, as the good old proverb goes, 'necessity knows no law'. In conclusion, companies had better think of reducing the prices of their brands instead of spending huge amounts of money on advertising against counterfeiting. (§4)

/kən'sjuːməz/
/'relətɪvlɪ/
/'sætɪsfaɪ/
/ɪmɪ'teɪʃnz/
/'prɒpətɪ/
/'stændədz/
/'ɪŋkʌmz/
/nɪ'sesətɪ/
/'ædvətaɪzɪŋ/

(From *The Economist*, May 17th, 2003)

Around the text

Grammar Explorer I

① Link the pairs of sentences below with **so+adjective +that** or **such +noun phrase+that**.

A { a. There are many marketed imitations of these brands.
b. Consumers have lost confidence in these brands.

B { a. Copies of brands are cheap.
b. Some consumers don't hesitate to buy them.

C { a. Counterfeits are of bad quality.
b. It is a waste of money to buy them.

② Find two sentences in the text (§1 and §3) built on the same pattern as the sentences you have written in task 1 above. Check your answers to task 1 with the sentences you have picked out from the text.

③ Go back to the sentences you have picked out from the text and answer the following questions.

A. What are the main clauses in the two sentences ? Underline them once.

B. What are the subordinate clauses in the two sentences? Underline them twice.

C. What do the subordinate clauses in both sentences express ?

D. Rewrite the two sentences so that they mean the same using the following link words : **so, as a result, as a consequence**, or **consequently**.

See Grammar Reference pp. 226-227.

Grammar Explorer II

Consider sentences 1 and 2 below and answer the questions that follow.

1. A counterfeit is something that is forged, imitated.
2. Products of all sorts are being copied everyday by counterfeiters.

A. What voice of the present tense is used in the second/ subordinate clause of the first sentence ? Rewrite it starting as follows :

A counterfeit is something that counterfeiters ________

B. What voice of the present tense is used in the second sentence ?

C. Rewrite it starting as follows : *Counterfeiters*________

D. Explain the difference in structure between the sentences from the text and the ones you have writtten.

Have another look at the **passive** in **SE2** Grammar Reference, pp.199-200.

● **Task:** Rewrite the short businessman's memo below to make it **more tactful** using the passive voice. Start your sentences with the words in **bold** type. Make the necessary changes.

Memo

Many Internet users are infringing our **copyright**. They are uploading and downloading **our music hits**. They are putting **these copyright thefts** in pirate sites in order to swap them with other Internet users. We **must** remind them that swapping music illegally is causing us **a great deal of financial loss**.

Grammar Explorer III: Revision

Pick out from the last paragraph of the text on pages 54 and 55. The sentences that express obligation and prohibition and answer these questions.

A. Which two modals are used to express obligation/necessity?

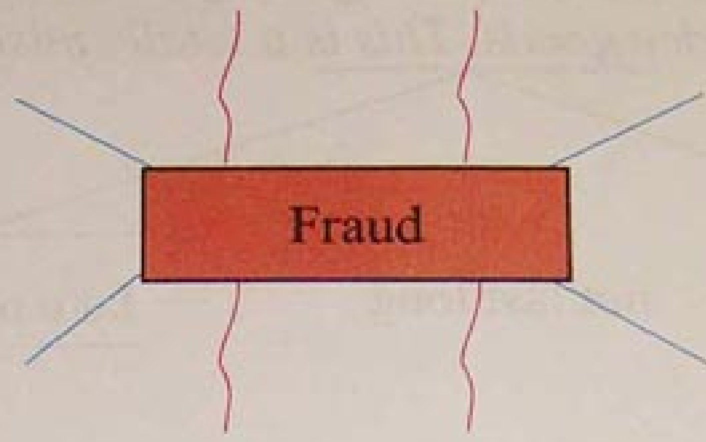
B. Which modal is used to express prohibition ?

C. Which modal can be used to express lack of obligation ? Use it in a sentence of your own.

Have another look at **must** and **have to** in **SE1** Grammar Reference, p.198.

Vocabulary Explorer

① Go back to the text and find words related to fraud and fill in the wordmap below. The straightline is used for verbs and the curved line for nouns. Add other words of your own.



② Form **nouns** from the following adjectives by adding appropriate **suffixes** to the words in the box below. Example: Hospitable → hospitality

hospitable – honest – stupid – responsible – cruel – moral – legal

③ Form opposites by adding appropriate prefixes to the words in the box.

honest (adj) – approve (v) – agree (v) – approval (n) – legal (adj)

moral (adj) – fair (adj) – responsible (adj) – appear (v)

④ Fill in the blanks in the text below with the **words** you **have formed** in tasks 2 and 3 above.

It is both __(1) and __(2) to imitate products. Piracy is due mainly to a lack of __(3) and __(4). I totally __(5) with those who say that counterfeiting is beneficial to consumers.

Pronunciation and spelling

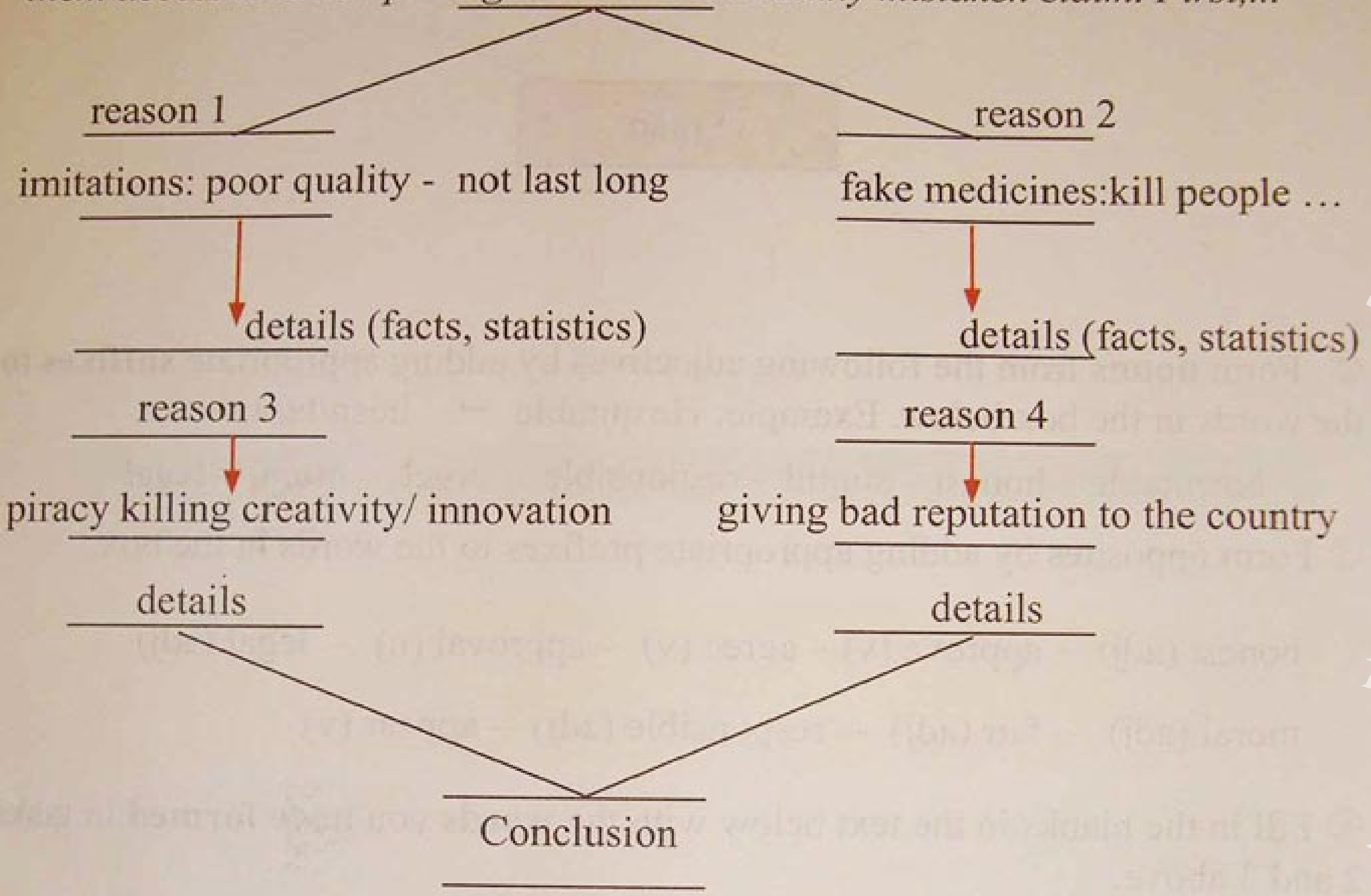
Listen to your teacher reading aloud the words in the table below. Put a stress mark on the syllable you hear most in each of them. What do you notice ?

verb	nouns	adjectives
economize	economy economist	economic economical uneconomical

➤Think, pair, share ◀

● Write an opinion article developing the statements in italics in the diagram following the outlined procedure below.

Some people argue that counterfeiting benefits consumers by giving them access to lower-price goods. This is a totally mistaken claim. First,...



① List other reasons and support them with concrete facts to reinforce them. Write them in the diagram.

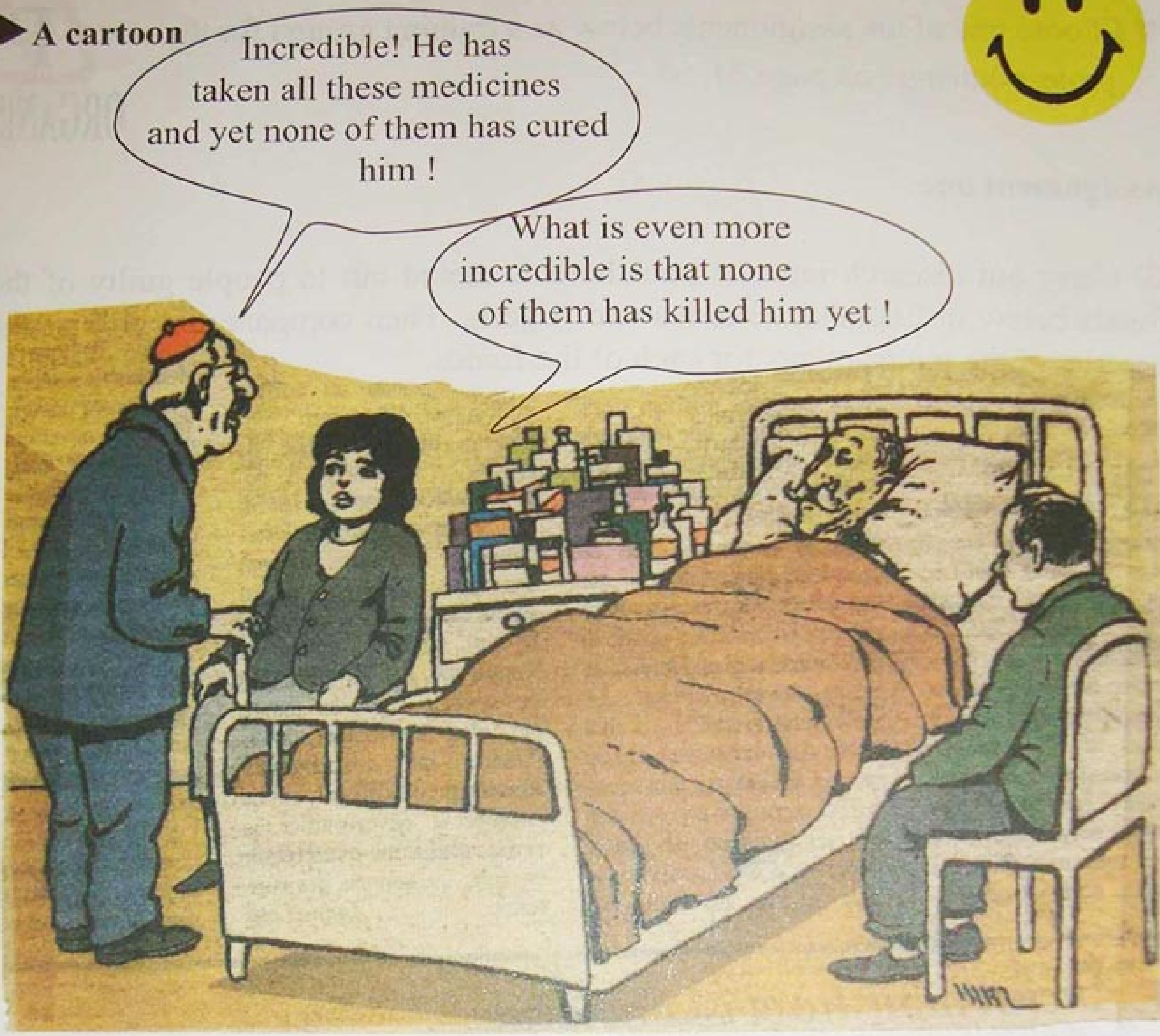
② Write a draft of your opinion article. Organise it by listing your arguments/ reasons from the least to the most important.

Useful language

- Link words for expressing cause and result: so (that), such (that) …
- Link words for listing : first of all- in addition to this – moreover –
- besides- furthermore – also, etc.
- Expressions for concluding : in short, all in all, to conclude, to sum up, in conclusion, the solution then is …

③Correct your mistakes. Then exchange drafts with your partner for further error checking before writing a final version of your article.

▶ **A cartoon**



(From *El-Watan*, 26 November, 2006)

▶ Proverbs and sayings

Work in groups. Discuss the meaning of the sayings below. Then find their equivalents in your language.

1. Money talks.
2. Money is a good slave but a bad master.
3. Every man has his price.
4. Look after the pennies and the pounds will look after themselves.
5. Money can't buy you love.
6. Money doesn't grow on trees.
7. Business is business.

P ORGANISING

● Choose one of the assignments below as a training ground for the project outcome on page 71.

Assignment one

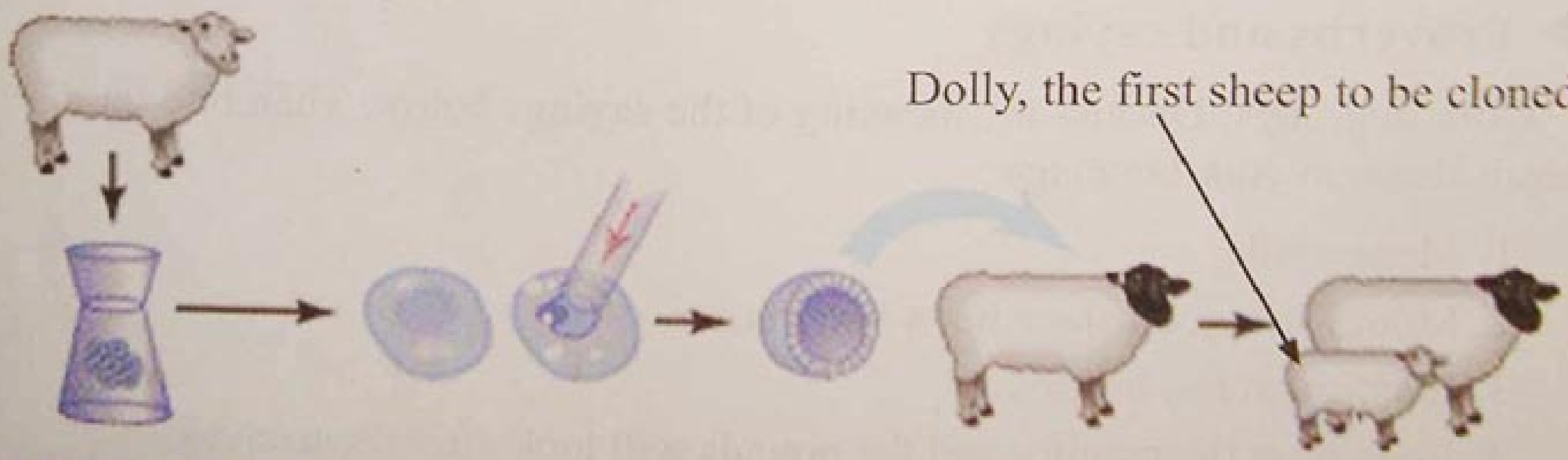
① Carry out research into the punishments meted out to people guilty of the frauds below in England, America and Algeria. Then compare and discuss the severity of the punishments for each of the frauds.

- ❑ embezzling ❑ false accounting ❑ currency counterfeiting
- ❑ tax evasion ❑ money laundering

Assignment two

① Choose two or three of the practices listed below and document yourself on the ethical issues they have raised in some foreign countries.

- plastic surgery E.g. changing the shape of your nose, cheekbones, belly...
- genetic engineering E.g. enabling you to choose features for your children
- transplant/selling of human organs
- Internet game/song piracy
- cloning (copying) human beings



② Report your findings and discuss whether the ethical issues raised by the practices are similar to or different from the ones raised in your own country.

Skills and strategies outcomes

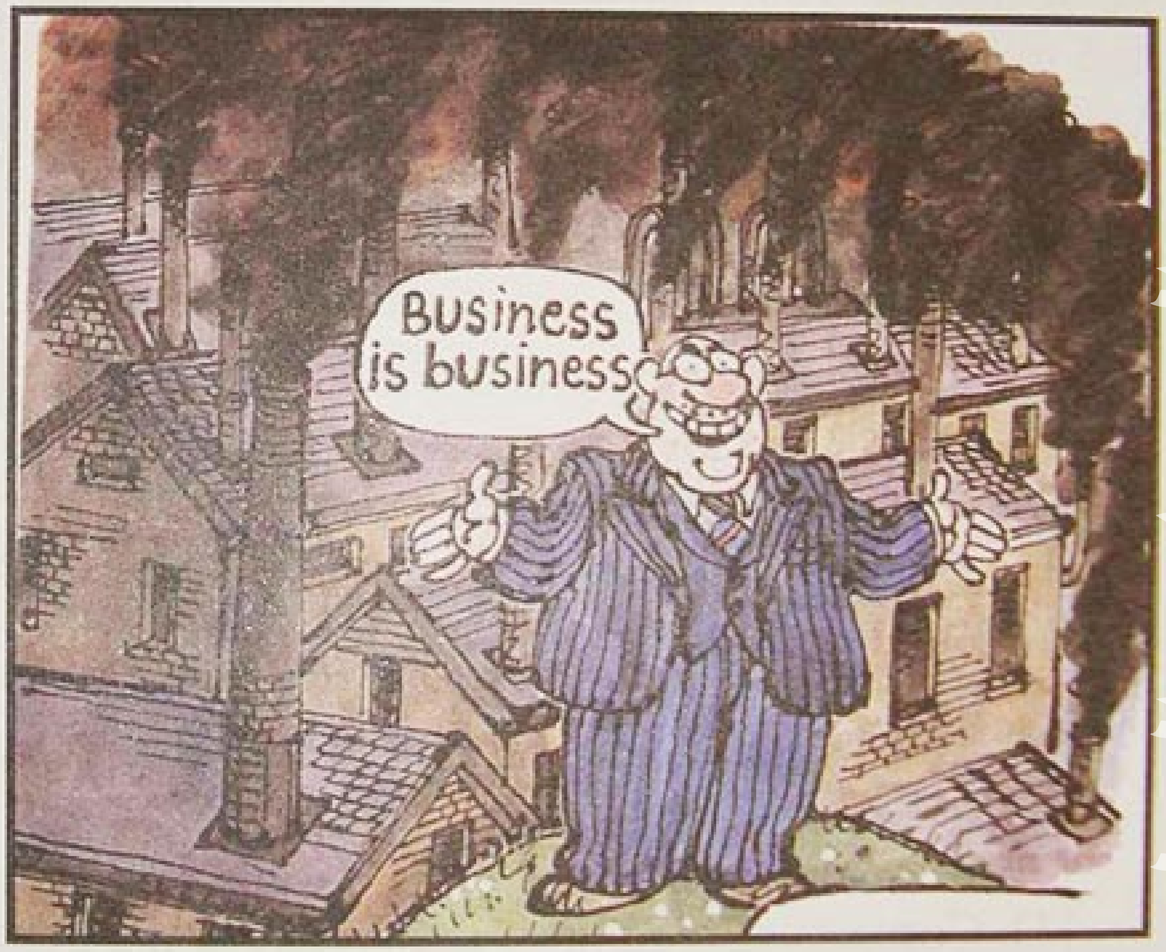
- Listening for gist
- Listening for detail
- Responding to opinions
- Defending opinions/points of view
- Writing an argumentative speech

P
WRITING UP

▶Before listening

- Discuss the following questions.

1. What is ethically wrong with the businessman's behaviour in the picture ?



2. Do you think that there are too many or too few business regulations in your country ?

3. What effect, do you think, this has on the economy ?

4. Do you believe that businesses in your country comply with health, safety, and environment regulations? Why or why not ?

5. Which of the statements below better describes the practice of businesses in Algeria ? Justify your point of view.

A. The activities of private companies generate profits only for their owners and shareholders , i.e. those who invest money in the companies.

B. The activities of private companies are beneficial not only to the owners and sharehoders but also to their employees and their stakeholders, i.e people who have interest, a say in the matter.

▶ As you listen

- Have a look at the coping box below. Then do tasks 1 and 2 that follow.

Coping

When we listen to debates about important issues, we don't listen just to get information but also to **appreciate** the opinions/arguments which are expressed. As we listen we **evaluate** these opinions by agreeing or disagreeing with them. We also **form our own opinions about these issues** at the same time.

① Listen to your teacher simulating a debate involving three businessmen and tick (✓) who says what. (B) stands for Bob, (G) for George and (M) for Mark.

	B	G	M
A. Companies must make a lot of money so that people who have invested in them get profits.			
B. A company bears responsibility to all people whose welfare and livelihood depend on it.			
C. No company should spend more than is required to reduce pollution.			
D. Companies should be managed for the benefit of shareholders.			
E. Companies should be managed for the benefit of stakeholders.			

② Think about the opinions in the table above and discuss the ones you agree or disagree with. Justify your point of view. You don't have to agree.

▶ After listening

● Have a look at the coping box and do the task that follows tables 1 and 2.

Coping

When we **ask for or give opinions**, or say what people think, we use the expressions listed in table 1. Opinions are not facts. We can agree or disagree with them by starting with the expressions listed in table 2.

Table 1

Asking someone for their opinion	Giving your opinion	Saying what people think
Do you think …? What do you think about…? What do you think of …? What do you say to that ?	I think that … I believe that… In my opinion, … It seems to me(that)… As far as I'm concerned /as for me If you ask me,…	(Some people) think/ believe that… ● be in favour of ● be against ● be undecided ● be in two minds

Table 2

Agreeing strongly	Absolutely/exactly- I couldn't agree more- You are telling me - Right you are! …
Agreeing	Yes, I know - I quite agree with you - That's right - You're right …
Agreeing but not strongly	I suppose so - I guess so …
Disagreeing politely	Yes, but - I know, but - I see your point, but - - But don't you think…? - I'm not so sure…
Disagreeing strongly	No. That's not true - You must be joking! - No way - I can't accept that – Rubbish !

●**Task:** With your partner, prepare a short dialogue asking for and giving opinion about ethics in business. Agree or disagree with your partner's opinions. E.g.

You: Do you think that women are more honest than men in business ?

Your partner: ______________________________

▶Saying it in writing

① Think about the topic sentence in italics below. Then, as a group, discuss it using the clues that follow.

Some people argue/think/say that businessmen should apply their own personal ethical standards when doing business.

Expanding notes

A. Ethics has nothing to do with business.

- You need money to make money.
- People start business to become wealthy.
- People do business with each other for profit.
- The world of business is a jungle.
- Moral issues are a diversion.
- Respect of an ethical code may limit production and competition.
- Ethics can undermine the values of hard work and freedom.

B. Ethics has everything to do with business.

- Business is a human activity and should, therefore, comply with moral standards.
- Some businessmen abuse work/safety regulations.
- Some business activities endanger the environment.
- Greed may result in unfair competition and exploitation.
- Business activities should have a code of good practice to ensure fairness.

Useful language

Stating options

- There are several ways we could deal with this.
- We have a number of options.

Balancing arguments

- Let's discuss the point by _

Making concessions

- Point taken
- Admittedly/certainly
- It is true that…
- This being said, we must

Discussing possible effects

- Let's think about the consequences of …
- If we accept this…

Making a decision

- The solution then is to …

② At the end of the discussion, select the most important arguments and counterarguments, and develop them into a coherent speech in favour of ethics in business.

③ Correct your mistakes. Then exchange drafts with your partner for further error checking before writing the final version of your speech.

④Read your speech to your classmates.

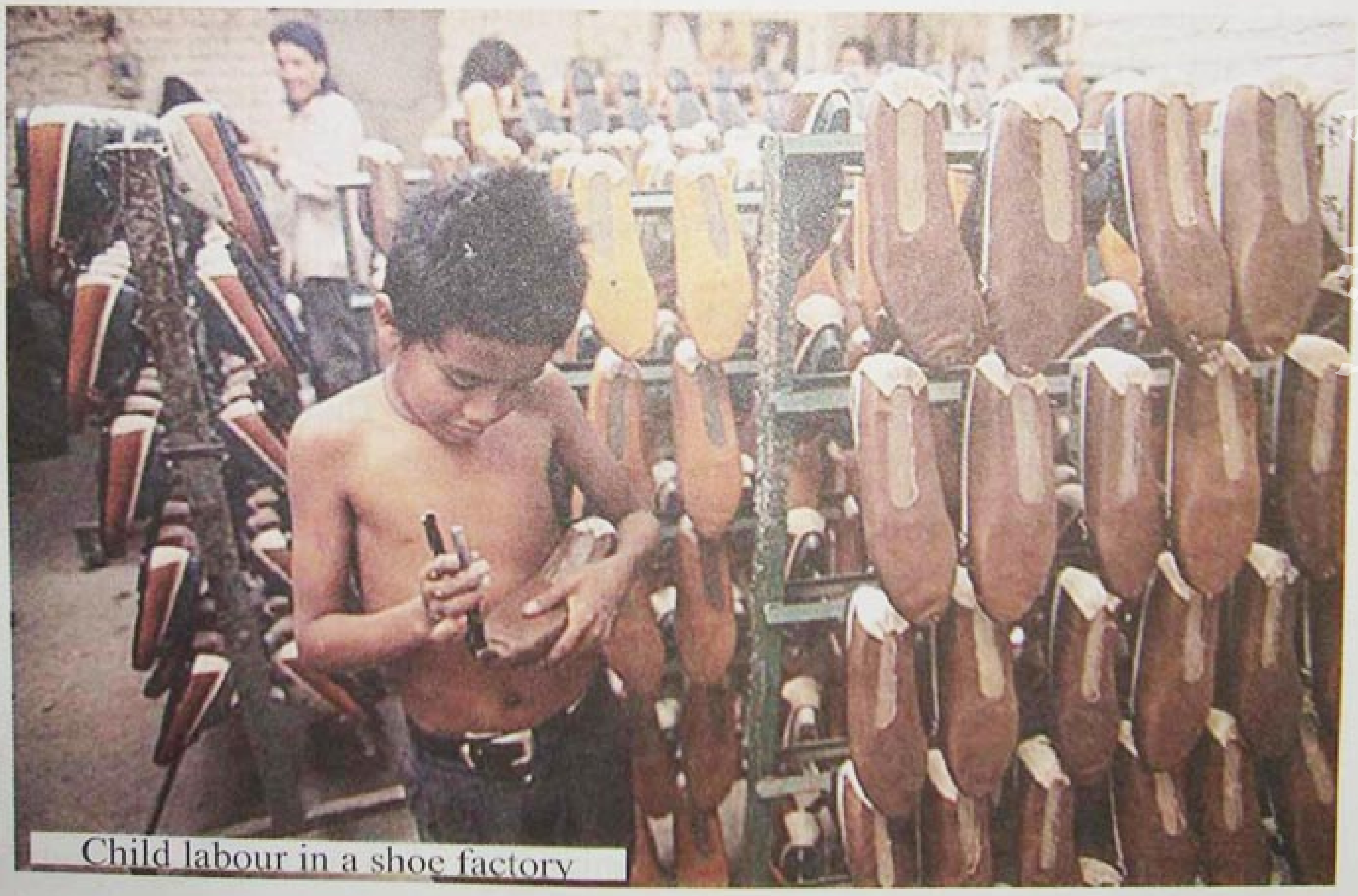
Skills and strategies outcomes
- Skimming
- Scanning
- Responding to a text
- Guessing the meaning of words from context
- Identifying and using reference words
- Writing a policy statement

P
ASSESSING

▶Before reading

- Discuss the questions below.

1. Which rights of the child does the company represented in the picture below violate ?
2. What do you think of companies which use child labour ?
3. Would you boycott products from foreign companies which use child labour ? Why or why not ?
4. Do you think that Algerian businesses are doing enough to limit child labour ? Why or why not ?



Child labour in a shoe factory

▶ As you read

① Skim through the text below and do tasks A and B.

A. Choose the sentence that best summarizes the content of the text. Justify your answer.

a. Companies are unconcerned about social auditing and ethics in business.

b. Social auditing is both a social obligation and a necessity in doing business today.

c. Social auditing is just a way of exploiting the concerns of public opinion over environmental and social issues.

d. Social auditing is not necessary at all for doing business.

B. Give a title to the text. Then compare your answers with those of your partner.

② Now scan the text and answer the following questions.

A. Why are some companies commissioning social audits ?

B. Giovani Preston works as a corporate social responsibility executive. What does he really do ?

C. What are the labour standards that he mentions in the text ? Do you know of any other labour standards ? Name them.

D. What conclusion does he draw about ethics and business ? Do you share his point of view ? Justify your answer.

TEXT

Businesses are increasingly aware of the importance of social and environmental issues for **their** reputation. That's why some of **them** are commissioning social audits relating to **their** social performance; **these** are social reports **that** evaluate the effect of **their** behaviour in relation to **their** employees and to society as a whole. (§1)

Supporters of social audits say that social reporting is as important as financial reporting. **They** say that **it** provides important information about whether the activities of companies in areas such as employment and community, the environment, and the way of winning new business

/ˈbɪznɪsɪz/
/ˈɪʃuːz/
/kəˈmɪʃənɪŋ/
/pəˈfɔːməns/
/bɪˈheɪvjə/
/səˈpɔːtəːz/
/faɪˈnænʃl/
/ɪmˈplɔɪmənt/
/ɪnˈvaɪərənmənt/

are morally right or wrong. Social auditing has emerged as a result of pressure groups concerned about problems of pollution, corruption, consumption and employment, but now **it** is considered by some company executives as one of the best ways of promoting products and services. **They** say that ethically responsible companies are more likely to prosper than **those** which behave unethically. (§2)

/ɪ'mɜːdʒd/ /pə'luːʃn/ /ɪg'zekjʊtɪvz/ /prə'məʊtɪŋ/ /rɪ'spɒnsəbl/

Critics say that a social audit may just be a public relations exercise, with no real benefits. However, in spite of **this criticism** many companies now are designating executives to oversee the whole area of corporate social responsibility. Giovani Preston is one of **them**, he works for a Canadian multinational. **This** is what he says about his job : 'A lot of our manufacturing is done by suppliers in developing countries. Companies in the clothing industries are particularly open to criticism about sweatshop labour – the use of underpaid people with terrible working conditions, which amounts to labour abuse or labour exploitation. (§3)

/'pʌblɪk/ /'benɪfɪts/ /'dezɪgneɪtɪŋ/ /'kɔːpərət/ /,mʌltɪ'næʃnəl/ /'kləʊðɪŋ/ /kən'dɪʃnz/ /'leɪbə/

My job is to travel to these countries and to check labour standards. I go **there** to check, for example, that our suppliers are paying **their** workers fairly, and that they work in good health and safety conditions with low levels of illness and accidents. We also ensure that workers are above the legal minimum age to work. Our suppliers must not use child labour. (§4)

/sə'plaɪəz/ /'wɜːkəz/ /'seɪftɪ/ /'lɪːgl/

We are aware that big companies such as **ours** are likely to be subject to scrutiny – seen and judged by consumer and environment associations from outside. We know that if we are seen to be socially responsible, the company will benefit. Today, we can no longer separate ethics from business.' (§5)

/ə'weə/ /'skruːtɪnɪ/ /ə,səʊsɪ'eɪʃnz/ /'sepəreɪt/

(Adapted from Bill Mascull, ***Business Vocabulary in English***, p. 90)

③ Find in the text words that match the following definitions.

A. give the job of doing sth to sb §1 - **B.** do well §2 - **C.** shared/common to a group of persons running a business §3 - **D.** give a position to sb (in a company) §3- **E.** look after, control §3 **F.** a firm, company providing goods that are useful to another company §3 - **G.** detailed examination §5

▶After reading

● Have a look at the coping box below. Then do the tasks that follow.

Coping

Writers use words such as **articles** (**a**, **the**, etc.) **possessive adjectives** (**my**, **your**, etc.) **demonstrative adjectives** (**this** book), (**those** books), **pronouns**, **synonyms**, and **antonyms** to refer back to things already mentioned or to refer forward to things that will be mentioned. These words are called **reference words.** They help writers avoid repetition and create lexical and grammatical cohesion between both sentences and paragraphs. It is important to pay attention to these reference words because they help us better understand texts.

① Link the words in bold type in the text with the items they refer to. E.g.

Businesses are increasingly aware of the importance of social and environmental issues for their reputation.

② Compare your answers to task 1 above with those of your partner. Then explain in what ways the reference words have helped you to better understand the text.

③ Sentences A-F below are not in order. Re-order them to get a coherent text. Pay attention to the reference words. One of the sentences is irrelevant.

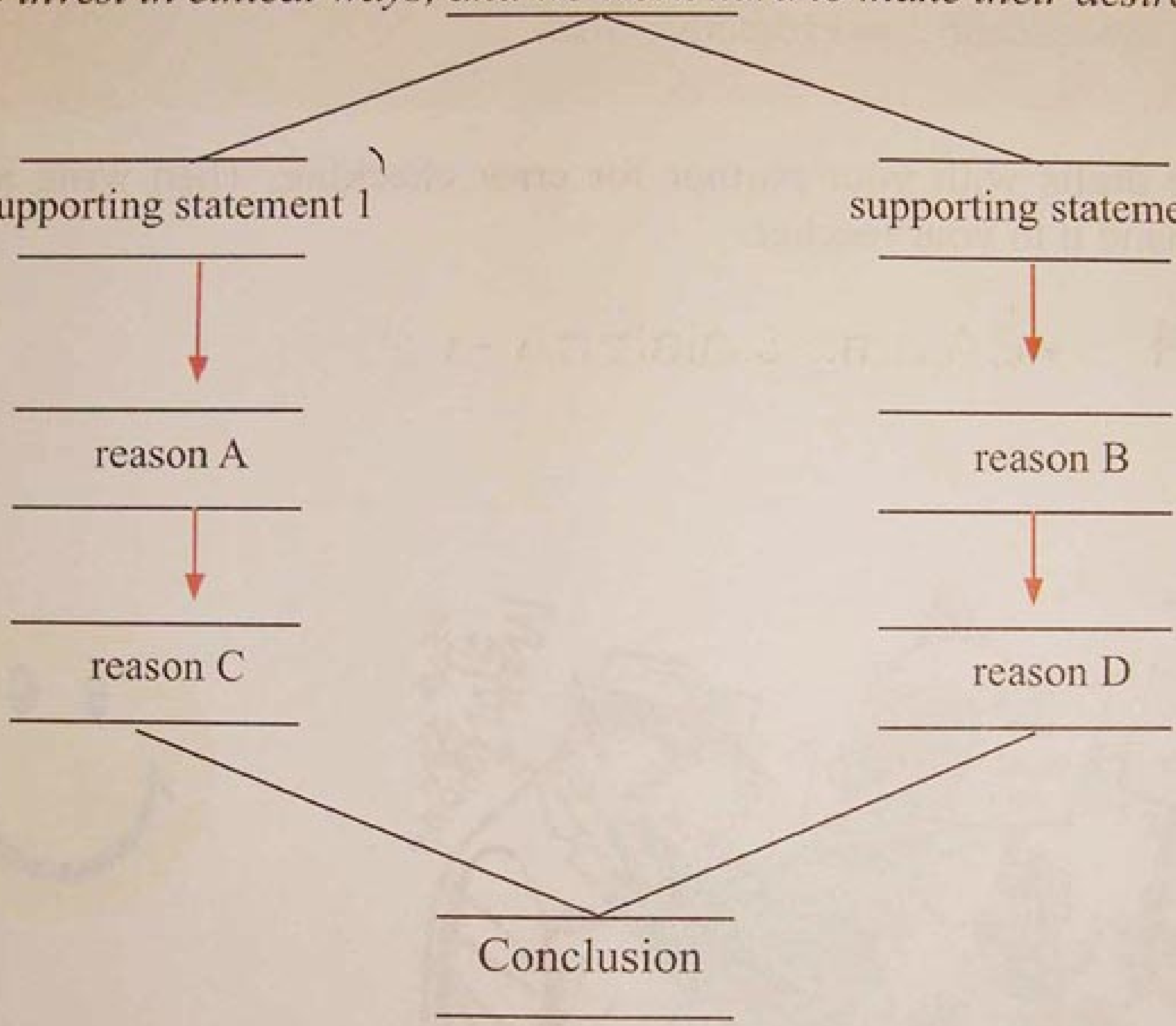
A. Algeria has recently adopted a new model of economic development.
B. It has also set high standards of governance including social auditing and public accounts reporting.
C. Such tasks are carried out by the National Economic and Social Council and by the Accounts Court.
D. This model balances economic growth, social justice and the sustainable use of natural resources.
E. Algeria regained its independence in 1962.
F. In addition to the setting of standards of governance, it has accorded ethically responsible companies tax reductions so as to encourage them to promote sustainable development and social well-being.

▶ Writing development

● Suppose you were the manager of an **ethical investment** fund, i.e. a fund which invests only in socially responsible businesses. Write a policy statement to inform potential fund contributors about it. Follow the guidelines below.

① Think over the opening statement in the diagram below. Select two to four notes from the checklist of expanding notes that follow and develop them into supporting statements.

The people and organisations who put their money into our fund want us to invest in ethical ways, and we work hard to make their desires a reality.



Expanding notes

- avoid companies that endanger the environment.
- refrain from investing in certain sectors – tobacco, arms manufacturing, nuclear power, or uranium extraction.
- not place money in companies that lack ethical labour standards (E.g. using child labour, bad working conditions …).
- choose to invest in well-managed companies (transparent financial accounting).
- invest in companies that balance economic growth with social responsibility.

② Write supporting statements in the diagram. Then jot down reasons to explain/ illustrate your statements.

③ Write your first draft of the policy statement using the relevant information in your diagram.

Useful language

- Link words to illustrate : for example, for instance, such as…
- Link words to express cause and result : because, due to, since, as a result, consequently, so+adjective+that …

④ Exchange drafts with your partner for error checking. Then write a final version and hand it to your teacher.





'It's awful the way they're trying to influence Congress. Why don't they serve cocktails and make campaign contributions to senators as we do ?'

Project outcome

Writing a charter of ethics

Ethical standards are an important dimension in all of the professions listed below. See Research and Report on page 60.

- Accountancy
- Law
- Architecture
- Medicine
- Banking
- Plastic surgery
- Business
- Teaching
- Journalism
- Sports
- Agriculture
- Scientific research

Write a charter of ethics in relation to three of the above professions. Your charter of ethics should include :

A. a reminder of the social, economic, moral prejudices that the neglect of ethics might cause to the professions and their clients. Give data/statistics.

B. a short interview about the importance of ethics in the professions with representatives of professional associations.

C. a short article that reports unethical behaviour in the professions and how the law deals with them. (See Research and Report on page 60.)

D. a code of ethics, i.e. a set of moral rules, for each of the selected professions.

Alternative projects

- A report about Internet Piracy/Cybercriminality.
- A report about counterfeits currently marketed in your country.

Web sites

www.kindbook.com
www.thehappinessclub.com
www.joeant.com
www.saferchild.com
www.carolynjabs.com
www.careersandoccupations.com
www.theworldchallenge.co.uk

▶ A song

Money, money, money

I work all night, I work all day, to pay the bills I have to pay
Ain't it sad
And still there never seems to be a single penny left for me
That's too bad
In my dreams I have a plan
If I got me a wealthy man
I wouldn't have to work at all, I'd fool around and have a ball…
Money, money, money
Must be funny
In a rich man's world
Money, money, money
Always sunny
In a rich man's world
Aha-ahaaa
All the things I could do
If I had a little money
It's a rich man's world

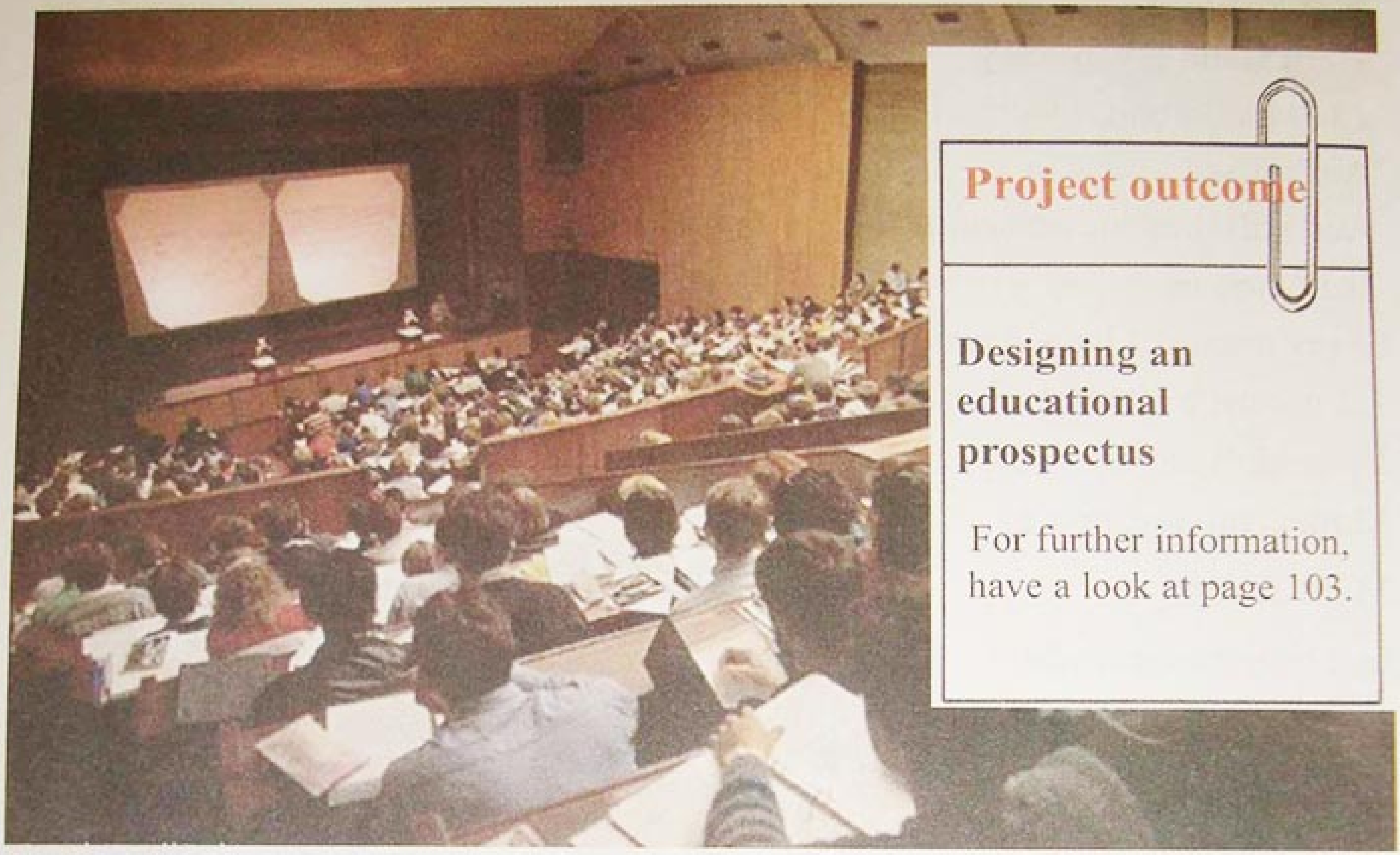


The Abba band

A man like that is hard to find but I can't get him off my mind
Ain't it sad
And if he happens to be free I bet he wouldn't fancy me
That's too bad
So I must leave, I'll have to go
To Las Vegas or Monaco
And win a fortune in a game. My life will never be the same…

(By Abba)

Also read: • **It's a moral issue** (David Lodge) p.247
• **Bribery taking is wrong** (Chinua Achebe) pp.248-9.



Project outcome

Designing an educational prospectus

For further information, have a look at page 103.

University lecture theatre



University library

LISTEN AND CONSIDER

Language outcomes

- Expressing condition with <u>if</u>
- Expressing warnings with <u>unless</u>
- Expressing <u>desire</u> and <u>wish</u> : I <u>wish</u> I <u>were</u>/I <u>had</u>
- Asking for and giving advice with <u>should</u>, <u>ought to</u> and <u>If I were you</u>
- Expressing obligation with <u>have</u> and <u>must</u>
- Forming adjectives with suffixes <u>-ive</u> and <u>-al</u>
- Pronouncing weak forms of <u>could</u>, <u>should</u> ...
- Composing and reciting a wish poem
- Collocations: school-mate...

P BRAINSTORMING

▶ Getting started

- Look at the pictures, then discuss the following questions.

1. What will you study at university if you pass the *Baccalauréat* examination ?
2. Do you think your parents will accept your choice ? What if they don't ?
3. In your opinion, what is the most important thing about education: training for citizenship, preparing people for life, or training a workforce ?
4. Why should a parent ask to see a headmaster ?

A biologist



A musician



A cook





A welder



A chemical engineer

▶Let's hear it

① You are about to listen to a conversation between a secondary school headmaster and a pupil's father. Before you do, study questions A-F.

A. Why did Mr Harris go to see the headmaster ?
B. What has Mr Harris's son, William, decided to do ?
C. What do Mr and Mrs Harris feel William ought to do ? Why ?
D. What alternative job could be taken up by William according to the headmaster ?
E. Where would William study if he wanted to become a commercial artist ?
F. What advice does the headmaster give Mr Harris about William's choice ?

② Now listen to the conversation and answer questions A-F above. Then summarize the conversation in your own words.

Around the text

Grammar Explorer I

Consider sentences 1-4 and do tasks A and B that follow.

1. If he went to an Art School there'd be no guarantee that he could get a job afterwards.
2. He wouldn't be a teacher even if it were the last job on earth.
3. I wouldn't have been a teacher myself if I'd had my way.
4. If he wants to be an artist, he'll have to decide what sort of artist he wants to be.

A. Arrange the sentences above according to the conditional type which they belong to: type1, type2, or type 3.
B. Explain what each conditional type expresses and draw the rules governing the forms and uses of the various conditional types.

Have another look at **if-conditional** in **SE2** Grammar Reference, pp.201-2.

① Consider situations A- G below and write sentences with **if**.

A. I am not tall and strong enough to be a policeman or firefighter.
B. He didn't get the required marks to go on a training course to be a doctor. So he took a course in computer science.
C. Work hard, and you will succeed.
D. Get your *Baccalauréat* and I will offer you a motorcycle.
E. She failed her *baccalauréat* because she had not worked hard.
F. Farida is jobless. She regrets not having taken into account the job market at the time of her registration at university.
G. You must study harder, otherwise you won't pass your *Baccalauréat* with distinction.

② In four sentences of your own, tell your partner what you would do and say to convince your parents if you were William.

Grammar Explorer II

Consider the following sentence and answer questions A-C that follow.

- **Unless** you let him make his own choice, he will reproach you for any of his study failures later.

A. What tense are the verbs preceding and following **unless** ?
B. Which of the following can be used in replacement of unless ?
a. **except if** b. **if + not**
c. **even if** d. **only if**
C. What does **unless** express ? a. **promise** b. **wish** c. **warning**

See Grammar Reference p.220.

- **Task:** Rewrite the sentences below using **unless**. Make the necessary changes.

A. You must study more or you won't pass your *Baccalauréat*.
B. You must listen carefully or you won't know what to do in your exam.
C. We must hurry or we'll miss the school bus.
D. She must get more information or she won't complete her project.

Grammar Explorer III

Consider sentences 1-5 below and answer questions A-D that follow.

1. I wish he weren't so set on it.
2. I wish there were an art school in my neighbourhood.
3. I wish I had taken your advice six months ago.
4. I wish I could help you with the maths lesson.
5. I wish William would change his mind soon.

A. Which sentence expresses a wish about the past? What tense is used?
B. Which sentences express a wish about the present?
C. Which sentence expresses a wish about the future?
D. Which tense is used to express a wish about the present and the future?

See Grammar Reference pp. 218-219.

● **Task:** Fill in the chart below with sentences expressing a wish. Use the verb **wish+ were**, **had**, **could** or **would**.

WISH CHART	
Physical appearance	**You**: I wish I were taller. Then ___
Character/personality	
Abilities	
Possessions	

Grammar Explorer IV

Consider sentences A-D below and answer questions 1-2 that follow.

A. **If I were you**, I'd let him decide for himself.
B. I think he **ought to** take up something more secure.
C. I don't think you **should** stand in his way.
D. I **must** admit my wife and I would have felt much happier if he'd chosen something else.

1. What do the words and phrases in bold type in the sentences express?
2. Which modal is synonymous with **have to**? Are the two modals similar or different in meaning when they are in the negative? Explain.

● **Task:** Fill in the blanks in the text below with **must, have to, should, ought to,** or **their negatives**. There are many possibilities.

In the United States most students who win a scholarship to the university __(1) maintain a certain grade level so as not to lose it. High school students __(2) (not) study all the subjects in the curriculum. They decide for themselves which subjects to take. They __(3 (not) break the codes of honour and conduct of their school. They __(4) be very good at sports because this may earn them a place in a prestigious university.

Vocabulary Explorer

① Rewrite the items in bold type in sentences A-D below using equivalents 1-4 from the green box that follows.

A. He has **set his heart on** becoming an artist.
B. He ought to **take up** something more secure.
C. I wouldn't have been a teacher myself if **I'd had my way**.
D. I don't think you should **stand in his way**.

1. had been free to choose	2. is determined to
3. prevent him from doing what he wants	4. engage in

② Read the tips below and do the task that follows.

TIPS

A collocation refers to the way in which words frequently occur together in language use. E.g. **timetable, school bag, notice-board**. Collocations may be spelt as two separate words, two words joined by a hyphen (-) , or simply as a single word.

● **Task:** *Look at the groups of words A- G. Keep the words and expressions that collocate with* ***school*** *and* ***education*** *and cross out the ones that don't.*

A. bed-and-breakfast / boarding/co-educational/ **school**
B. **school** / mate / report/leaving age

C. assist/attend/ drop out of/**school**
D. comprehensive/distant/grammar **school**
E. public/expensive/state/**school**
F. compulsory/obligatory/necessary/**education**
G. further/supplementary/higher **education**

③ Fill in the blanks in sentences A-G below with suitable collocations with **school** and **education**. Refer to task 2 above for help.

A. ___ ___are open for children over eleven of all abilities.
B. I have lost touch with most of my former _____, except for Saïd.
C. The name __ ___ is very illogical since it means a private school for the rich and privileged in Britain.
D. The Algerian __ __ provides free and compulsory education until the age of sixteen.
E. The __ ___age in Britain and Australia is the same: sixteen.
F. As every __ __ says, maths is difficult.
G. __ __in Britain generally lasts from age five to age sixteen.

④Replace the nouns and verbs in brackets with their adjectives so that the written speech below by a school inspector makes sense. Use suffixes **-ive** or **-al**.

'Ladies and gentlemen,

In order to improve our (**education**) system, we should take (**effect**) measures. To begin with, we should make our examination system more (**selection**) so that both our students and teachers will work harder. Second, we should give more importance to (**function**) literacy. By this I mean that we ought to make our courses more (**practice**) so as to enable the students to fulfill their roles outside school. Third, we ought to make our teaching more (**attraction**) so that students will be more (**response**) to what we teach them. In short, we must be both (**innovation**) and (**construction**) in the training we give to our students.'

Pronunciation and spelling

● **Task:** *Listen to your teacher reading aloud the sentences below and note how s/he pronounces the modals in bold. Then practise saying them.*

- **Would** you come here, please ?
- You **should** stop talking.
- You **ought to** respect him.
- Mind ! You **could** hurt the teacher!

➤Think, pair, share ◄

● **Task one**

Writing wish poems

① Think about wishes related to studying. Complete the following stanza paying attention to meaning and rhyme ending.

I wish I had a computer in my brain
To free me from calculating strain.
I wish my ....
....

② Correct the mistakes in your draft stanza. Then exchange drafts with your partner for further error checking.

③ Work with your partner and put your stanzas together to form a wish poem.

④ Read your two-stanza poem to the class.

● **Task two**

Writing a checklist of recommendations for the *Baccalauréat* examination

① Individually, prepare a checklist of tips reminding students of what they **should/ ought to**, and **must do** during the *Baccalauréat* exam. Use **unless** to give warnings.

The ten things that you should do	*The ten things you must/mustn't do*

② Review your tips with your partner. Then join a group and together select the most pertinent tips from your checklist. Organise your tips in the form of a leaflet and read them to the class.

Language outcomes
- Expressing quantity with a lot of, a great deal of , etc .
- Using comparatives of short and long adjectives
- Expressing similarity and difference with like, whereas,..
- Describing a process using the present simple passive
- Forming nouns from verbs by adding –ing and –tion
- Identifying syllable stress ● pronouncing the final s
- Spelling of the comparatives of adjectives
- Writing: describing my school

P
FACT FINDING

▶ Getting started

● Discuss the following questions.

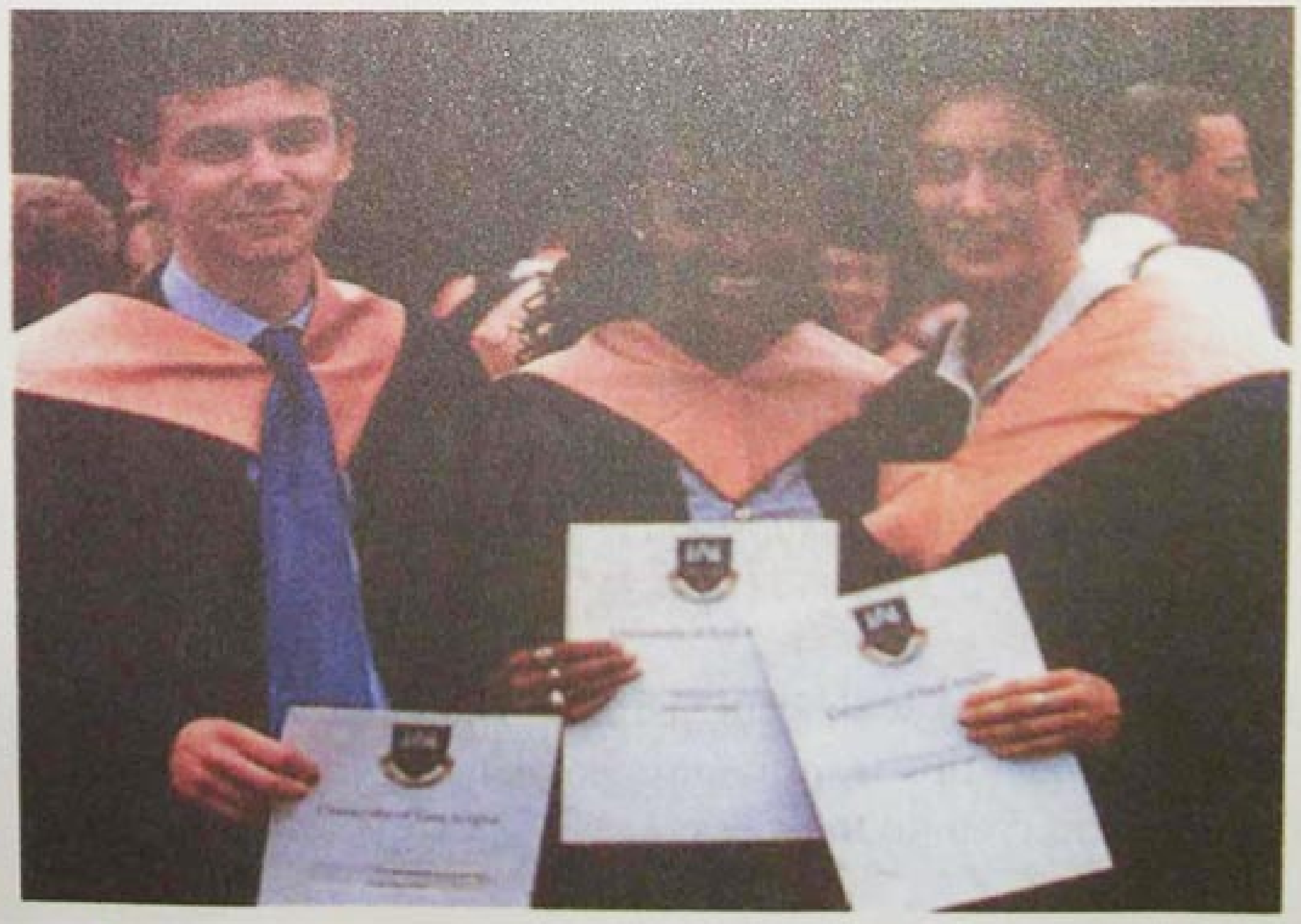
1. What do you know about education in Britain? Have you ever heard of any famous British university or college ? Which one ?

2. What do you think is the equivalent of *lycée* in Britain ?

3. The abbreviations below are academic qualifications/degrees. In which order do you think they are conferred ?

Master of Arts/Science (M.A/M.Sc) - Doctor of Philosophy (Ph.D) - Bachelor of Arts/Science (B.A/B.Sc) - Master of Philosophy (M.Phil.) - General Certificate of Secondary Education (GCSE)

4. What are some of the equivalents of the academic qualifications above in your country?



▶ Taking a closer look

① Read the text below to answer these questions.

A. Why are the politicians who promise little money for education less popular than the ones who promise a lot ?
B. Do British children receive the two stages of their primary education in the same schools ?
C. Which of the following adjectives best describe **access to university** in Britain and the United States ? **a.** difficult **b.** easy **c.** selective **d.**free
D. What are school performance tables published annually for ?

Education in Britain

No subject has as much importance for the British people as that of education. Most citizens believe that the state should provide education free of charge and to a high standard as well. At election time, politicians who promise to spend a great deal of money on education are more popular than those who promise only a little. Recently there has been a lot of talk as to whether students must pay their own fees at university or not. A lot of people are afraid that Higher Education might be reserved for the privileged few because poorer students would not receive enough financial help from the government. This is the reason why private education is less accepted in Britain than it is in the United States. (§1)

/im'pɔ:tns/
/bɪ'lɪ:v/
/prə'vaɪd/
/ˌpolɪ'tɪʃnz/
/'pɒpjʊlə/
/ˌju:nɪ'vɜ:sətɪ/
/ˌedʒʊ'keɪʃn/
/ɪ'nʌf/
/ək'septɪd/

Children are required to be in full-time education between the ages of 5 and 16. Some receive their primary education at an infant school and then a junior school whereas others receive it at a primary school that combines the two. At about 11, they begin their secondary education at a comprehensive school or a grammar school. Secondary schools are much larger than primary schools and students may have to travel longer distances by school bus or public transport. The students take the Standard Assessment Tests (SATs) at 14, then study towards the General Certificate of Secondary Education (GCSE) in as many subjects as they can manage, usually eight to ten. Afterwards, some students will start work while a few others will go to a sixth-form college to study for Advanced (A) Levels in two, three, or four

/rɪ'kwaɪəd/
/'praɪmərɪ/
/'dʒu:nɪə/
/kəm'baɪnz/
/ˌkomprɪ'hensɪv/
/'sekəndrɪ/
/'dɪstənsɪz/
/ə'sesmənt/
/sə'tɪfɪkət/
/'kolɪdʒ/

subjects in order to enter university. This requirement is more or less similar to what is required by American universities (§2)

/rɪ'kwaɪəmənt/

A National Curriculum was introduced in 1988. It has made the current British educational system different from the previous ones in at least two major aspects. First, unlike the old system, the present system sets the same subjects for all state schools. Children have to study the core subjects of English, mathematics and science, and also the foundation subjects of technology, geography, history, art and physical education. Second, in contrast to the old practice, standards at individual schools are watched closely by parents and the government. Schools are visited regularly by inspectors, and school performance tables are published annually to show how well individual schools have done in tests and exams. These 'league' tables enable parents to compare one school with another. Schools which do not make adequate progress run a high risk of being closed. (§3)

/kə'rɪkjʊləm/
/'kʌrənt/
/'meɪdʒə(r)/
/'mæθə'mætɪks/
/dʒɪ'ɒgrefɪ/
/ˌɪndɪ'vɪdʒʊəl/
/'peərənts/
/'vɪsɪtɪd/
/'pʌblɪʃt/
/ɪ'neɪbl/
/'ædɪkwət/

(From ***Guide to British and American Culture***, p. 66)

② Explain in what ways the current British educational system is similar to and different from the Algerian educational system. Refer to the text.

Around the text

Grammar Explorer I: Revision

① Pick out from the text the sentences that contain quantifiers. Then answer questions A-D below.

A. Which quantifiers are used with countable nouns only ?

B. Which quantifiers are used with uncountable nouns only ?

C. Which quantifiers are used with both countable and uncountable nouns ?

D. Which two quantifiers do we usually use to ask questions about quantity?

② Rank the quantifiers in the sentences you have picked out from the text on the lines on the next page. Add any other quantifier you know of. Then give examples of your own to illustrate their use.

Quantifiers going with countable nouns

No ⊢——————————————→ All

Quantifiers going with uncountable nouns

No ⊢——————————————→ All

See Grammar Reference pp. 216-217.

Grammar Explorer II: Revision

① Read the text again and pick out the sentences which contain comparatives of adjectives. Arrange the sentences in the table below.

Comparatives of	Sentences
superiority	
equality	
inferiority	

② Consider the comparatives in the table you have filled in task 1 above and explain how they are formed. Draw the rules.

Have another look at the **comparatives** in **SE2** Grammar Reference p.193.

③ Write a paragraph of four to five sentences comparing primary school or middle school with secondary school in Algeria. Use the three types of comparatives and the cues in the table below.

Points of comparison	Adjectives
• classes	⇨large, small, crowded...
• classrooms/tables ...	⇨large, big, small, good, functional...
• teachers' /students' characters	⇨lenient, funny, happy, patient...
• students' age/build	⇨old, young, short/tall...
• subjects	⇨easy, difficult...
• cost of school furniture	⇨expensive, cheap, available...

Grammar Explorer III

① Read the text again and pick out the sentences describing similarities and differences. **Leave out** the sentences with comparatives and superlatives.

Comparison/contrast	Sentences
Similarities	
Differences (contrast)	

② Consider the sentences in the table you have filled in task 1 above and identify the link words expressing similarity and difference. Do you know of any other link words expressing similarity and difference ? Use them in sentences of your own.

See Grammar Reference pp. 226-227.

③ Now compare and contrast the primary school or middle school with secondary school using the link words in the table you have identified in task 1 above. Refer to the items of comparison that you have already used with the comparatives.

Grammar Explorer IV: Revision

Consider sentences 1 and 2 below and answer questions A-D that follow.

1. Standards at schools are closely watched by parents.
2. Schools are regularly visited by inspectors.

A. How do we know that the verbs in sentences 1-2 are in the passive voice ?

B. How can we turn the verbs into the active voice ?

C. Why do you think the passive is used instead of the active ?

D. Is it always necessary to use the preposition **by** ? Why or why not ?

Have another look at the passive in your SE2 Grammar Reference pp.199-200.

① Turn the sentences with the items in bold type into the passive so as to get a coherent description of the process of writing a composition. Start the sentences with the items in bold type.

Educationists regard **writing** as a process. They require **students** to examine closely **the teacher's instructions** so as to understand the sort of composition s/he expects **them** to produce. Students brainstorm **the topic** for ten to fifteen minutes in order to generate ideas. They jot down **these ideas** in the form of diagrams such as network trees and spidermaps. Once they finish **the brainstorming**, they select **the most relevant ideas**. Students organise **the selected ideas** in a plan. They write **a first draft composition** to flesh out the plan. As soon as they do **this**, they revise **the draft** to correct errors in spelling and grammar. They also review **it** in order to see whether it is coherent or not. Educationists advise **students** not to hand their compositions to the teacher before they correct **all mistakes**.

② Insert sequencers (**first**, **then**, **next**, **after that**, **finally**) in the text you have obtained in task 1 above to mark clearly the stages of the process of writing.

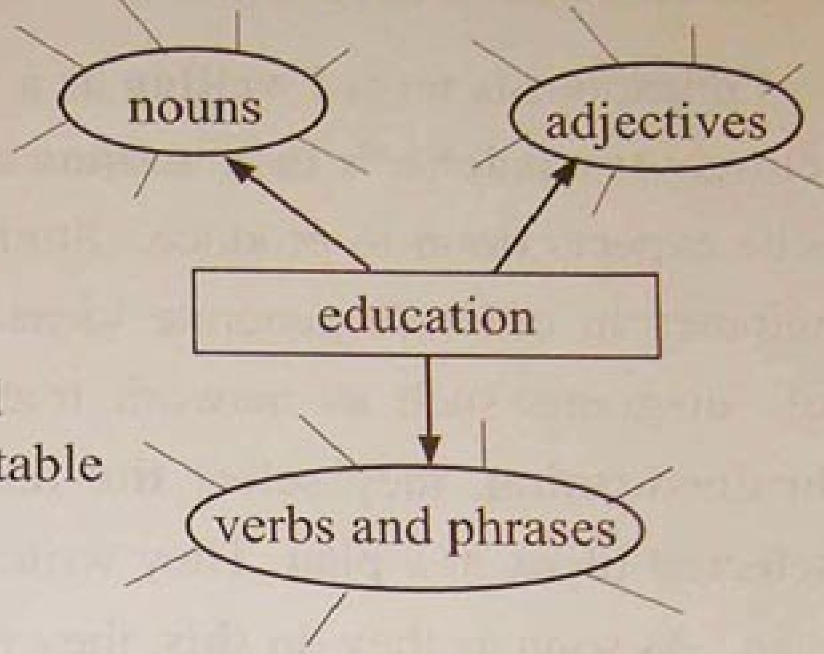
Vocabulary Explorer

① Transform the verbs in brackets into nouns by adding suffixes **- ing** and **-ion/ation** so as to get a meaningful text.

(Educate) is the process of (develop) intellectual capacity, manual skills, and social awareness, especially through (instruct). At the (begin), (learn) takes place mainly at home. At the age of 5 or 6, children start (go) to school. This compulsory (school) lasts for nearly 10 years. It helps to complete the process of (socialize), and it provides the minimum (train) for (function) normally in society.

② Put the items on the left around the appropriate heading in the mindmap on the right. Then, in pairs, add three more items to each category.

- fail - pass - successful
- do a course - to get a commendation
- be up to standards - take up a course
- graduate - succeed - take (exams)
- hardworking- qualified - assess
- evaluate - assessment - to fall behind
- to hold a degree - school fees - timetable
- skills - training - go to university



③ Fill in the blanks in the text below with appropriate items from the mindmap you have completed in task 2 above.

Karim __(1) his *Baccalauréat* exam last June. If he __(2) it with distinction, he will __(3). But if he __(4), he will __(5) in a vocational training school to become either a plumber or an electrician.

Pronunciation and spelling

① Go back to the text and pick out all the words ending in **s** and classify them in the table below.

/s/	/z/	/ɪz/

See Grammar Reference pp.236-237.

② Listen to your teacher reading the pairs of words in the table below. Put a stress mark on the syllable you hear most in each word. What do you notice?

Verb	Noun	Verb	Noun
educate instruct	education instruction	form transform	formation transformation

③ Draw the rule for stress in words ending with **-tion**.

④ The comparative adjectives in the text below contain spelling mistakes. Identify them and correct the mistakes.

Wahiba and Sadia are classmates and friends. They are taller, funnyer, and youngger than the other classmates. They usually get beter marks in exams. In comparison with Sadia, Wahiba is friendlier, niceer and quietter. She is thiner in build but strongger in character. …

See Grammar Reference pp. 234-235.

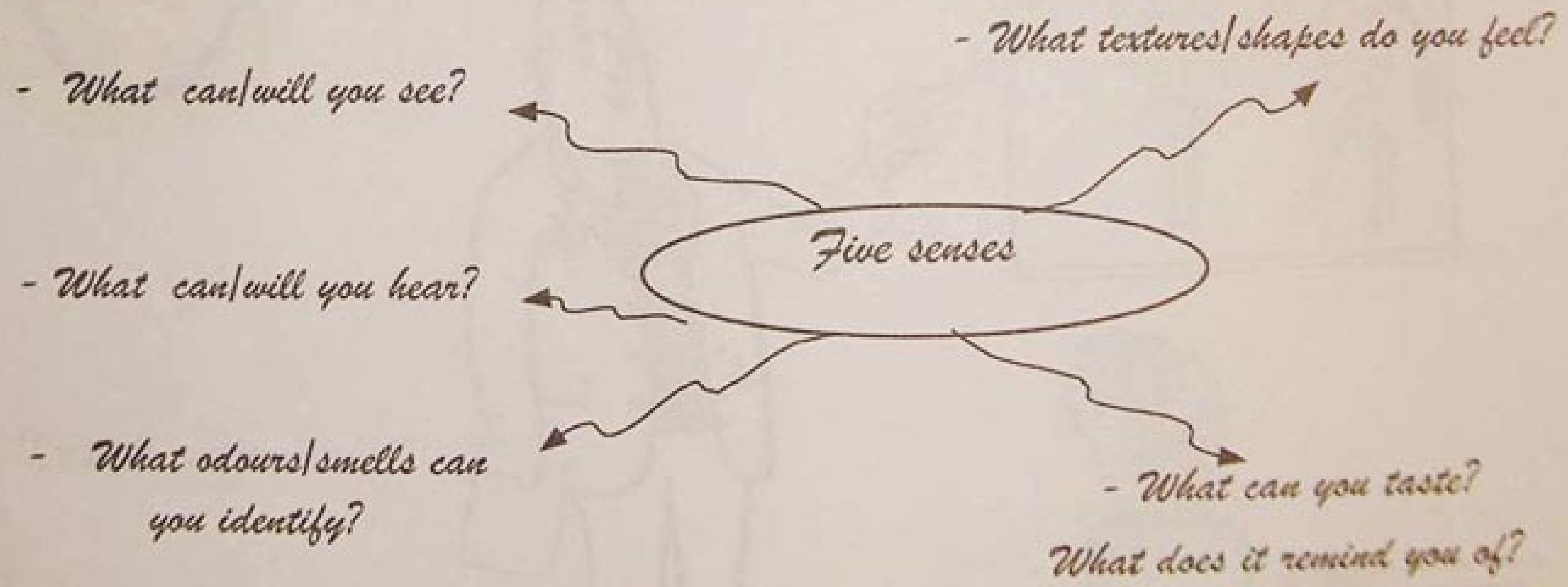
➤Think, pair, share ➤

Follow the guidelines below to write a letter to a friend of yours describing your school/classroom.

① When we describe things/people we generally express **personal feelings**. So start with an interesting topic sentence.

*E.g. School is the only place in the world where **I feel free**.*

② Descriptive writing relies on an appeal to **the five senses**. Use the clustering below to list what you can see, smell and what these sensations remind you of, etc.



③ **Details** are very important in descriptive writing. So indicate exactly the **location** of objects, their **shapes**, their **colours** and most importantly the **feelings** they evoke by using **similes**, i.e. comparisons with **like** or **as**.

Useful language

- Prepositions: close to, near, next to, inside, outside, on the left, on the right, above, below, under, over, behind, at the back of, in front of, in the upper left-hand /lower right-hand corner, etc.
- Present simple (passive and active)
- Adjectives and their comparatives
- Phrases such as **there is**, **there are**, **it has**, **it reminds me of**, etc.

③ Write your draft letter. Then exchange drafts with your partner for error checking.

④ Write a final version of your letter taking into account your partner's remarks. Then hand it to your teacher.







▶ School crossword

● The clues for this crossword are funny questions and answers exchanged in various classes. Take the letters ***in italics*** and put them in the correct order. They will spell out the school subjects taught in each of these classes. Write the subjects in the grid.

① Stephen,. I asked you to draw a cow eating grass, but you've only drawn a cow.
- Yes. The cow's eaten all the grass.

② Emma, if I cut *two* apples into ten pieces and two pears into ten pieces, what would I have ?
- A fruit salad.

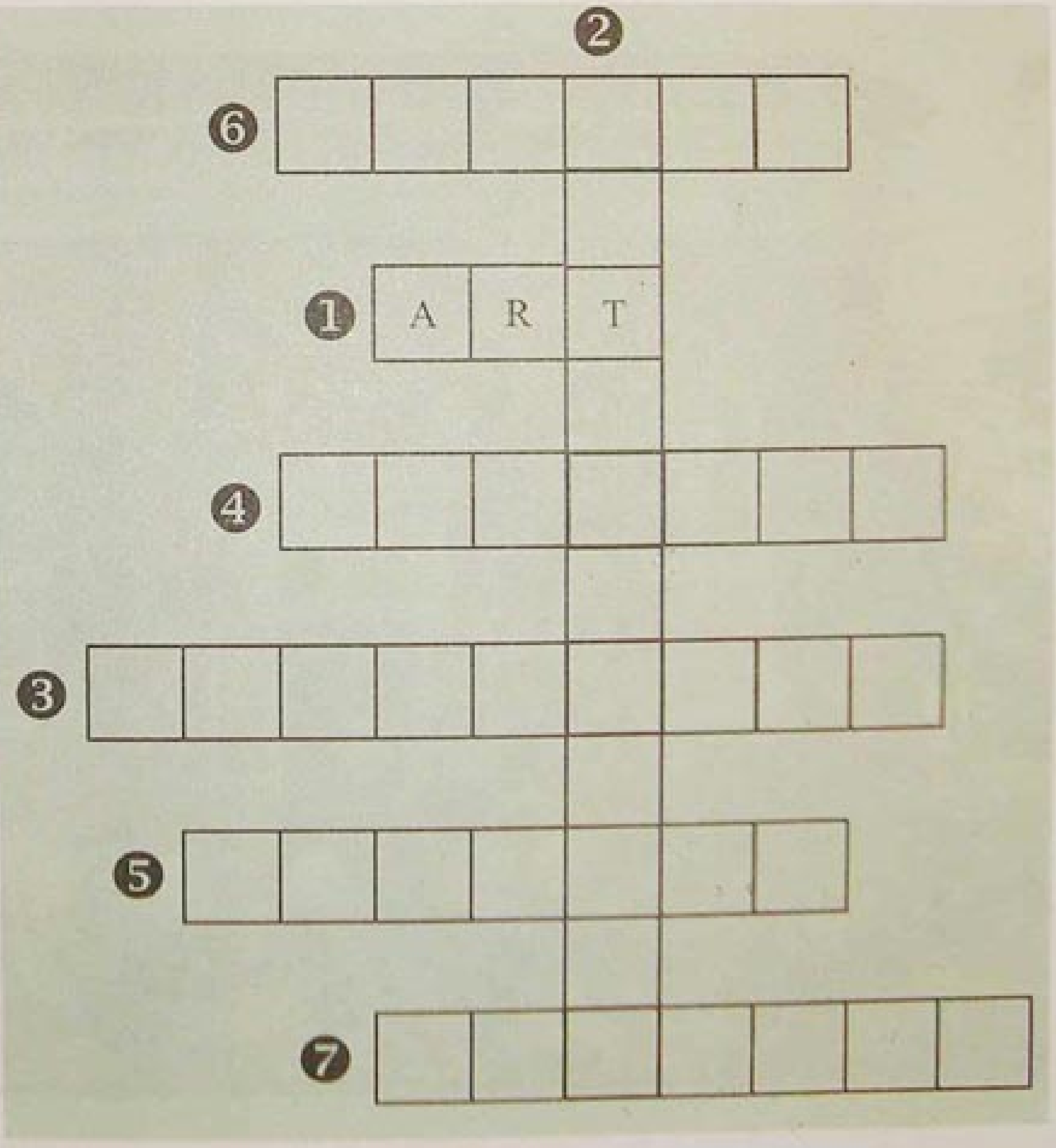
③ *Peggy*, what can *you* tell me about the Dead Sea ?
- Nothing really. I didn't even know it was ill.

④ Rebecca, give me the name of a liquid that won't freeze.
- Boiling water, sir ?

⑤ Edward, you've written 'rabbit' with two Ts at the end. There should be one only.
- Which T is the wrong one ?

⑥ *Graham*, what is the opposite of 'Nein' ?
- Six ?

⑦ Who can tell me something important that didn't exist a hundred *years* ago ?
- Me!



P ORGANISING

Designing a home page for your lycée

① Your home page should include information about the following:
- the location
- the curriculum of studies
- regulations
- exams
- discipline
- sports
- extra-curricular activities
- staff
- The parent-teacher association (P.T.A.)

② Illustrate your homepage with pictures and maps.

③ Bring out print-outs of your homepage for class presentation.



A girls' secondary school in Britain (in the 1960s)

Skills and strategies outcomes
- Predicting
- Note taking
- Summarizing
- Responding to an oral text
- Speaking from notes
- Speaking and writing about one's ideal school

P WRITING UP

▶Before listening

- The picture and the caption in italics on the right illustrate a life story. Look at them closely and guess the answers to questions 1-5 on the left.

The Discoverer of Radium

(by J.Walker McSpadden)

1. Who do you think the lady is ?
2. Where was she born?
3. What nationality is she ?
4. Where is she and what is she doing?
5. Do you think her education has prepared her for the kind of work she is doing ?



▶ As you listen

① Listen to the **first part** of the lady's life story and check your answers to the questions on the previous page.

② A student has taken notes on the same part of the life story but has got some notes wrong. Can you correct them?

police inspector interrogating girl - Russian school room
Manya Sklodovsky born Moscow - colonial Poland
Father : doctor lost job - faced hardship
started teaching 16 - saved money - went London further studies

③ Have a look at the coping box below. Then listen to the second part of the story and take notes.

Coping

When you take notes, write down only **important words** and **specific details**, such as dates, which you are not likely to remember.

Taking notes is not the same as writing from dictation. So

- ❑ leave out grammar words such as pronouns (E.g.**he.she**);
- ❑ use abbreviations (E.g. USA, UK, Feb.);
- ❑ use figures instead of letters when you write numbers;
- ❑ omit words and phrases which are repeated.

④ Use the notes you have taken in task 3 above to make a short oral summary of the life story you have listened to.

▶ After listening

① Have a look at the coping box below. Then complete the blanks in the commentary that follows.

Coping

Life stories or biographies are written to teach lessons for life. So when you read or listen to them, you should try to draw the lessons they want to teach you. You should also respond to them by saying whether you like them or not, and why.

I find Marie Curie's life story very moving. It reminds me of___ The thing I liked best about it was ___ . Another thing I liked about it was___. What I didn't like was ___ . I think the lesson that the author wanted to teach us was _____.

② The notes below are taken by a student during a lecture about education in India. Re-constitute the lecture using both the notes and your background knowledge about the history of India.

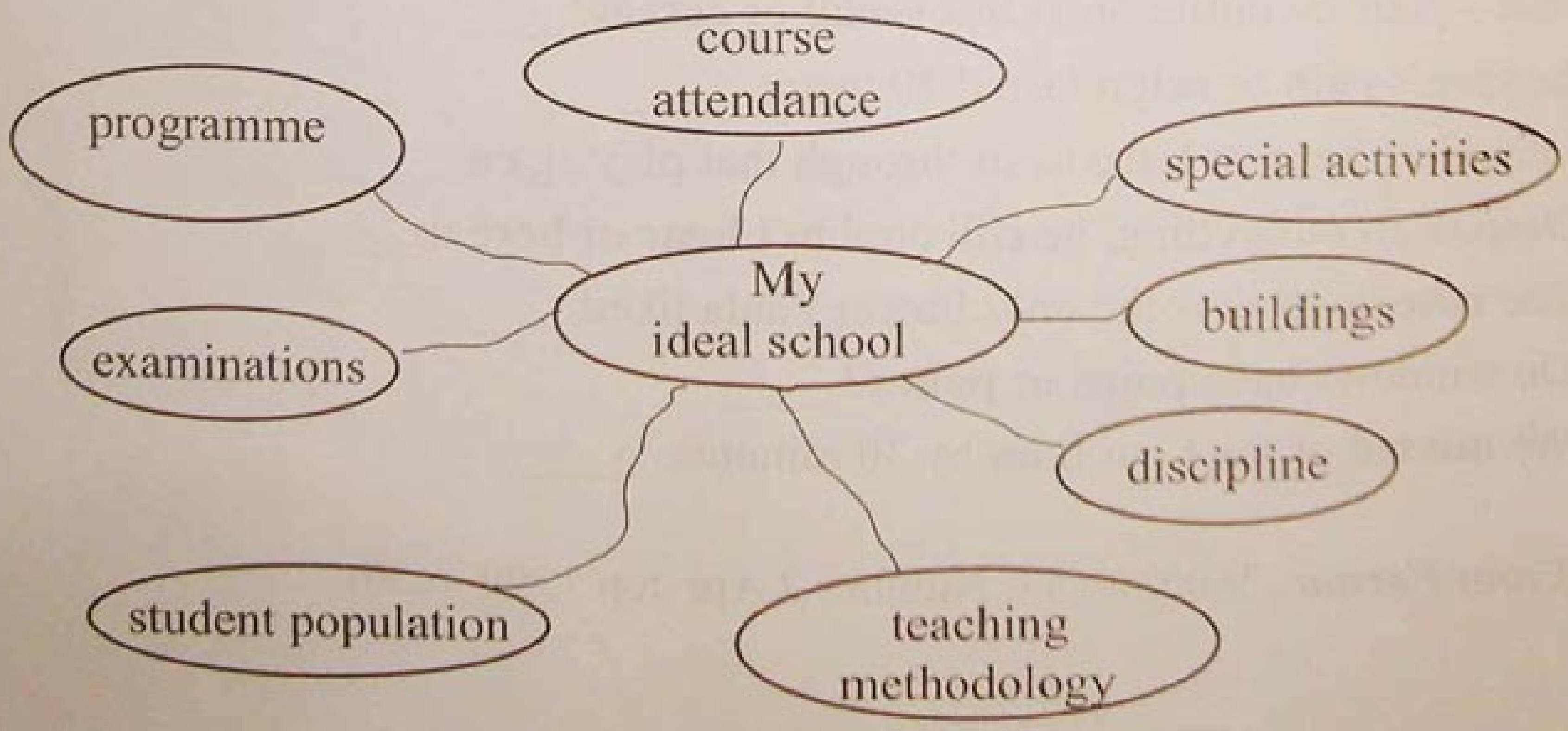
Start like this
Today's lecture is about ______.

Lecture notes: *Education in India*
Independence *: Aug. 15,* **1947**
Primary schools: 12,843 - colleges 636 - univ. 17
Literacy: 14 %
Total edu. expenditure : 570 m rupees
Edu. Census **1996**
600,000 primary schools
literacy for age groups 6-11 , 94%
211 univ. - 7000 colleges - 3.5 m students
Overall literacy 52,11 %
Edu. expenditure 200,000 m rupees = 6 % of Gross National Product (GDP)

▶ Saying it in writing

● Imagine that you could plan an ideal school. Decide what sort of school it would be. Then describe it in detail. Follow the procedure below.

① Brainstorm ideas about your ideal school using the following spidermap. Explain your decisions.



② Synthesize orally the information in your spidermap in two or three minutes using link words such as **because, since, for, in order to, so that, first, next,** etc.

Start like this

My ideal school would be one which/ where/ _____. It would be ___ It would have ____ . But it wouldn't be ___. It wouldn't have ____.

③ Select the best ideas from the class presentations to write a draft **description** of twenty lines about your ideal school.

④ Exchange drafts with your partner for error checking. Then write a corrected version of the description of your ideal school and hand it to your teacher.

Homophones (sound-alikes) are words that sound alike but are spelled differently with different meanings. Read the questions below and fill with the correct answer.



1. Does a dog have a **tale** or a **tail**?___
2. Which are surrounded by water, **aisles** or **isles**?____
3. If you were sad, would you shed **tears** or **tiers**? ____
4. Would a telephone **wring** or **ring**? ____
5. I **one** or **won** a CD player in the contest. ____
6. That's the best movie Cathy had ever **scene** or **seen**. ___
7. The meeting was so long, I was **board** or **bored**. ____
8. What's your favourite breakfast **serial** or **cereal**? ____
9. The king's **rain** or **reign** lasted 30 years. ____
10. I couldn't **bear** or **bare** to sit through that play again. _____
11. Despite all our yelling, he still couldn't **hear** or **here** us. ____
12. The **rose** or **rows** is the only flower Paula liked. _____
13. Do windows have **pains** or **panes**? ____
14. We **missed** or **mist** our train by 30 minutes. _____

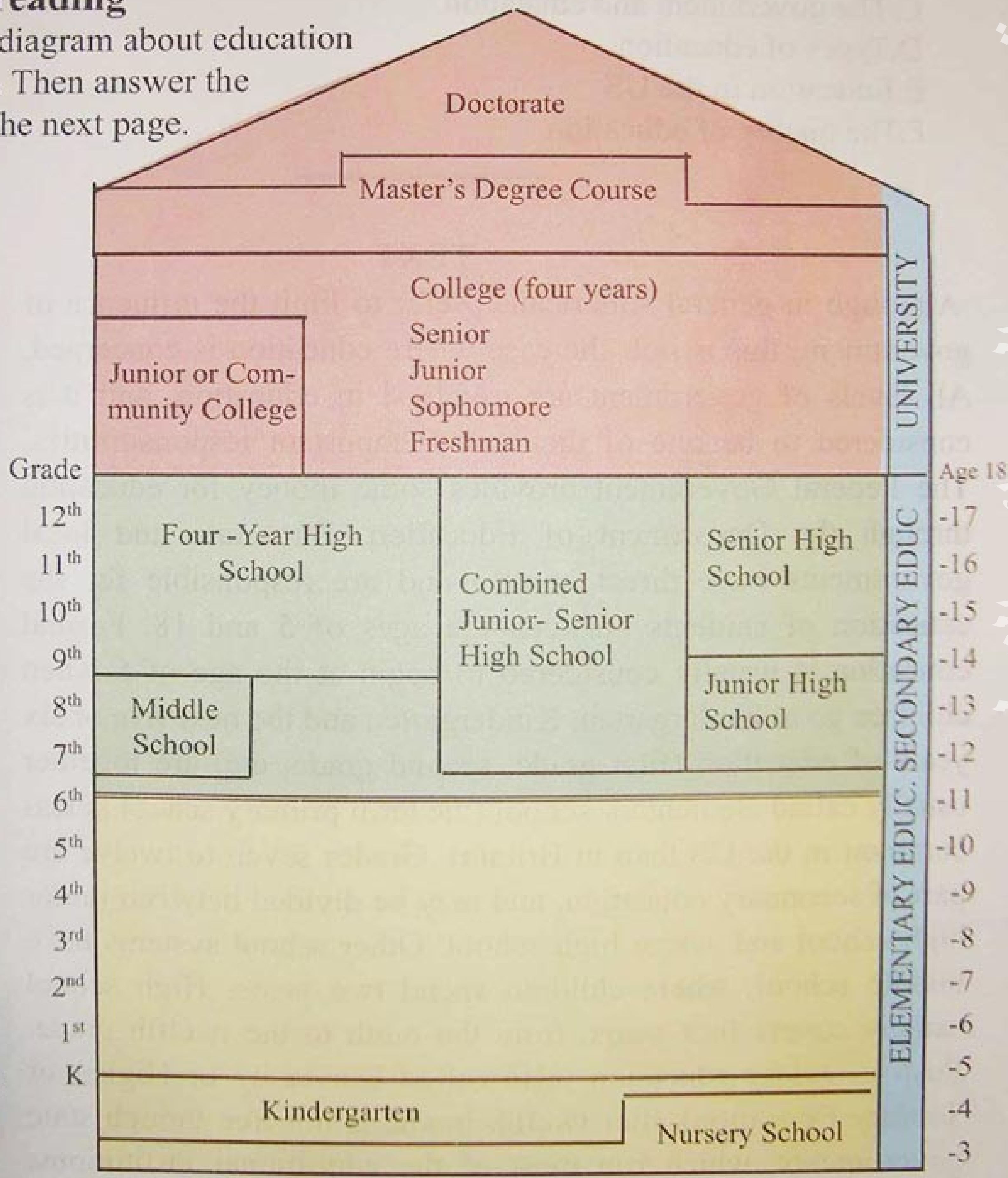
(From ***Forum*** , Volume, 37, Number 2 Apr-Jun 1999, p.56)

Skills and strategies outcomes
- Skimming
- Paragraphing ideas
- Scanning
- Making logical links between sentences and paragraphs
- Writing an expository article

P ASSESSING

▶ Before reading

● Study the diagram about education in the U.S.A. Then answer the question on the next page.



Adapted from D.K. Stevenson, American Life Institutions, U.S.I.A

● In what ways is the Algerian educational system similar to and different from the American one? Discuss as a class.

▶ As you read

① Skim through the block text below and divide it into **five** paragraphs. Don't write on your book. Use square brackets to indicate the beginnings and endings of the paragraphs. E.g. [**Although** ______________] (§1)

② Match the paragraphs you have identified in task 1 above with 5 of the jumbled ideas A-F below. One of the ideas is the title of the text.

A. The school system
B. Points of conflict
C. The government and education
D. Types of education.
E. Education in the US
F. The quality of education

TEXT

Although in general Americans prefer to limit the influence of /pɪˈfɜː/
government, this is not the case where education is concerned. /kənˈsɜːnd/
All levels of government are involved in education, and it is /ɪnˈvɒlvd/
considered to be one of their most important responsibilities. /kənˈsɪdəd/
The Federal Government provides some money for education /ˈfedərəl/
through the Department of Education. But state and local
governments have direct control and are responsible for the /ˌedʒʊˈkeɪʃn/
education of students between the ages of 5 and 18. Formal
education is usually considered to begin at the age of 5 when
children go to kindergarten. Kindergarten and the next five or six /ˈkɪndəgɑːtn/
years of education (first grade, second grade, etc) are together
usually called elementary school (the term primary school is less /ˌelɪˈmentrɪ/
common in the US than in Britain). Grades seven to twelve are /greɪdz/
part of secondary education, and may be divided between junior /dɪˈvaɪdɪd/
high school and senior high school. Other school systems have
middle school, where children spend two years. High school
usually covers four years, from the ninth to the twelfth grade. /ˈkʌvəz/
Post-secondary education (also called University or Higher or
Tertiary Education) after twelfth grade, is not free though state /ˈtɜːʃərɪ/
governments, which run most of the educational institutions,

subsidize the cost for people who live in the state. By some standards, American education seems very successful. Although young people must attend school until they are 16, over 80% continue until they are 18. About 45 % of Americans have some post-secondary education and over 20% graduate from college or university. However, 20% of adults, i.e. about 40 million people, have very limited skills in reading and writing, and 4%, i.e., about 8 million people, are illiterate. Most educational institutions in the US are public (run by the government), but there are some private schools for which students have to pay a lot of money to attend. Many private schools have a high reputation, and parents send their children there so that they will have advantages later in life. Americans agree on the importance of education being available to all, but there is disagreement about what should be taught. The greatest area of disagreement is the place of religious and moral education. Commonly debated topics include whether teachers should ask students to say prayers and whether it is right to beat students for punishment. Sometimes the debate ends up in court of justice, and courts usually say that students shouldn't be forced to do something that is against their beliefs.

(From D.K. Stevenson, ***American life and Institutions***, *USIA*)

/ˈsʌbsɪdaɪz/
/ˈstændədz/
/əˈmerɪkənz/
/ˈgrædʒʊeɪt/
/ˈraɪtɪŋ/
/ˈpraɪvɪt/
/əˈtend/
/ədˈvæntɪdʒɪz/
/əˈveɪləbl/
/rɪˈlɪdʒəs/
/ˈpreəz/
/ˈpʌnɪʃmənt/

② Have a look at the coping box below. Then scan the text on the next page. Spot all the link words and explain the type of meaning relationship each of them expresses.

Coping

Link words (also called discourse connectors) are words that establish logical relationships/connections in sentences, between sentences, or between paragraph. Therefore, when you read, you should pay attention to the link words because authors often include them in order to help you better understand the text.

E.g. Unlike other countries (relationship of contrast) ...education.

See Grammar Reference pp.226-227.

Unlike other countries, the United States does not have a national system of education. Education is considered to be the responsibility of each state. Although there is a Federal Department of Education, its purpose is merely to gather information, to provide counselling, and to help finance certain educational programmes. Since the Constitution does not state that education is a responsibility of the Federal government, all educational matters are left to the individual states. As a result, each of the 50 states is free to determine its own system for its own public schools. In turn, however, state constitutions give actual control of the public schools to the local districts within the 50 states. There are some 16,000 school districts within the 50 states. By contrast to other countries, there is, therefore, a very large amount of local control over education in the United Sates.

However, because local and state taxes support the public schools, there are significant differences in the quality of education. States and communities that are able or willing to pay more for schools, buildings, materials, and teachers almost always have better educational systems than those that cannot or do not. Thus, for example, the average expenditure per pupil for secondary education in the U.S. was $4,000 in 1986. But some states such as Alaska, New Jersey, and Wyoming spent more than $5,000 per pupil. In order to reduce the differences in the quality of education, the Federal government sometimes provides special funds to poorer areas and school districts. But in general Americans are worried that more Federal help could eventually lead to less independence and less local control in state education.

(From D.K. Stevenson, ***American life and Institutions***, *USIA*)

▶ After reading

① Now discuss the following questions.

A. Have the link words you have identified in the **As-you-read** rubric helped you in any way to better understand the text above ?

B. Which other link words can you use in replacement for those in the text ?

C. Are there any link words that **are not needed** to understand the logical relationships (between the sentences and between the paragraphs) in the text? Which ones ?

D. What link words can you add to make the meaning clearer to the reader ?

② The sentences below are not in order. Re-order them to get a **coherent** text.Then use link words to make the relationship between the sentences more explicit.

A. This idea is more or less accepted all over the world.
B. The job market is changing rapidly as a result of technological advance.
C. Today, many adults go back to school to broaden their knowledge and learn something they enjoy doing.
D. The idea of continuing or lifelong education has become more important than ever before.
E. People are afraid of losing their jobs if they don't keep upgrading and updating their occupational skills.
F. In the near future, all of them will return to school mostly for occupational reasons.

▶ Writing development

● Write an **expository article** for a school magazine **analysing the causes and effects of examination stress on students.**

① Go to the next page and study the ideas written down in the network tree. Then jot down details of your own. Feel free to cross ideas in the network and replace them by your own ideas; or reshuffle the ideas.

② **Select** three to four ideas and develop them. Write your draft article. Each time you mention an **effect** try to support it with **evidence**, illustrations and examples.

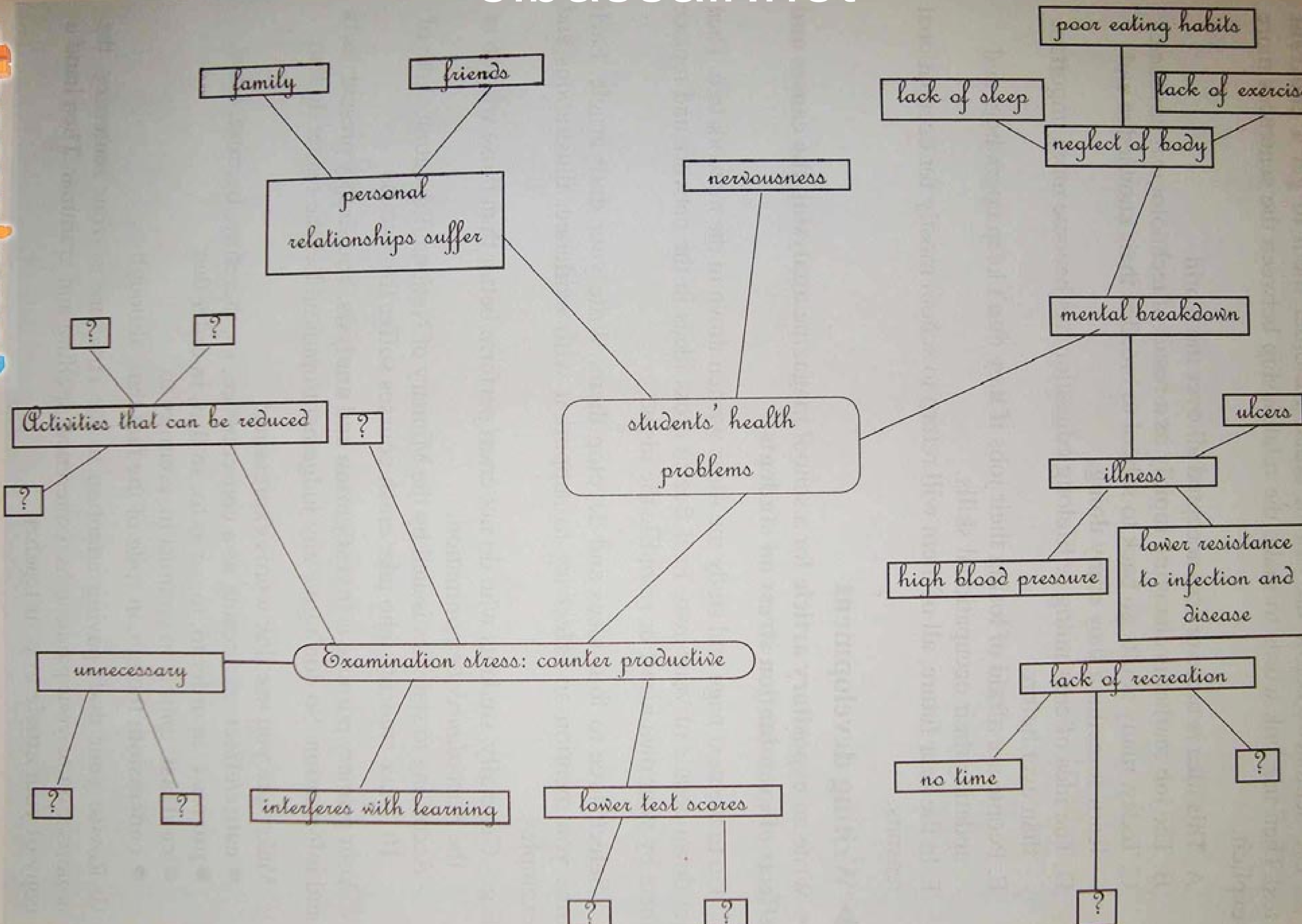
E.g. - Generally, students who do not cram perform better than those who do in the *Baccalauréat* examination.
- According to statistics issued by the Ministry of National Education, 2 out of 10 *lycée* students who take crash courses suffer from stress.

③ Your primary purpose is **investigation** and **analysis**. You simply present facts and information. So don't give any judgement/opinion. Let the reader do that.

④ Make sure you use link words expressing:

- **cause/effect**: as a result, as a consequence, so, therefore, because, since
- **purpose**: in order to, to, so as to, so that, in order that
- **contrast**: unlike, in contrast to, contrary to
- **concession**: though, in spite of the fact that, although …

⑤ Revise your draft paying attention to the structure of your sentences, the organisation of your paragraphs, coherence, spelling and grammar. Then hand a copy of your article to your teacher.


students' health problems
personal relationships suffer
family
friends
nervousness
mental breakdown
neglect of body
poor eating habits
lack of sleep
lack of exercise
illness
ulcers
high blood pressure
lower resistance to infection and disease
lack of recreation
no time
?
?
Examination stress: counter productive
Activities that can be reduced
?
?
?
?
unnecessary
?
?
interferes with learning
lower test scores
?
?

Project outcome

Designing an educational prospectus

① Carry out research into the British and the Algerian educational systems. Choose a level (preferably Secondary Education or Higher Education) and find information about such aspects as:

- organisation
- curriculum
- school year/holidays
- types of exams and qualifications

② Compare the two educational systems.

Get help from the web sites of the Ministries of National Education and of Higher Education. www.meducation.edu.dz www.mesres.dz

- State education in Britiain www.dfee.gov.uk
- Private education in Britain www.isis.org.uk

③ Draw diagrams (E.g. statistics) to illustrate the information.

④ Synthesize the information in a prospectus and give an oral presentation of 3 to 4 minutes comparing and contrasting the two systems.

Alternative project outcomes

- A leaflet for University Open Day
- A portfolio of academic correspondence (university registration forms, advertising leaflets, college regulations, school charters, school reports...)
- A short educational guidebook for students

Web sites

www.unesco.com
www.developmentgateway.org
www.espacefr-education.com
www.wallacefoundation.org
www.koubida.fr
www.informat.net

Language assessment

① Show what you really can do with the language items checklisted in the learning log below by using them in illustrative sentences of your own.

I can __	very well	fairly well	A little
A. use **the present simple passive** voice to describe a process.		✓	
B. use **in order to** and **so that** to express purpose.			
C. use the verb **wish** with appropriate tenses to express **present**, **future** and **past wish**.			
D. use **unless** and **if** with appropriate tenses to express warnings and condition.			
E. use appropriate link words to express cause and effect.			
F. use comparative adjectives (to compare things and people).			
G. give advice with **should**, **ought to** and **If I were you**.			
H. express obligation using **must** and **have to**.			
I. form adjectives from nouns by adding suffixes **-al** and **-ive**.			
J. form nouns by adding **-ing** and **-tion** to verbs.			
K. pronounce final s and mark the stress in words ending in **-tion**.			
L. pronounce the weak forms of **ought to**, **should**, **would** and **could**.			

② Tick (✓) next to each item in the learning log to show what you think is your level of performance. Then hand a copy of the learning log with your examples on a separate sheet to your teacher.

Skills and strategies assessment

Take the test that your teacher will assign to you on one of the texts in the **Resources Portfolio** at the end of this book so as to check your progress in terms of skills and strategies.

▶ A song
What did you learn in school today ?



What did you learn in school today,
Dear little boy of mine?
What did you learn in school today,
Dear little boy of mine?
I learnt that Washington never told a lie,
I learnt that soldiers seldom die,
I learnt that everybody's free,
And that's what I learnt in school today,
That's what I learnt in school.



What did you learn in school today,
Dear little boy of mine?
What did you learn in school today,
Dear little boy of mine?
I learnt that policemen are my friends,
I learnt that justice never ends,
I learnt that murderers die for their crimes,
Even if we make a mistake sometimes,
And that's what I learnt in school today,
That's what I learnt in school.

What did you learn in school today,
Dear little boy of mine?
What did you learn in school today,
Dear little boy of mine?
I learnt our government must be strong
It's always right and never wrong,
Our leaders are the finest men,
And that's what I learnt in school today,
That's what I learnt in school.

What did you learn in school today,
Dear little boy of mine?
What did you learn in school today,
Dear little boy of mine?
I learnt that war is not so bad,
I learnt about the great ones we have had,
We fought in Germany and in France,
And someday I might get my chance,
And that's what I learnt in school today,
That's what I learnt in school.



(A song by Tom Paxton)

Project outcome

Making a survey on the impact of advertising

For further information, have a look at page 132.





P BRAINSTORMING

Language outcomes

- Expressing certainty
- Expressing probability with likely that, probable that ...
- Expressing possibility and remote possibilty with may/can, might/could
- Using the gerund
- Forming nouns with suffixes -ment, -tion
- Using verbs with dependent prepositions : supply with blame for, etc.
- Recognizing shift of syllable stress
- Pronouncing might have, could have ...
- Making a speech

▶Getting started

- Answer the questions below.

1. Do you usually read the labels on the packages of food before you buy them ? If yes, is it in order to know about the ingredients, the expiry date or any other information ? Explain.

2. Have you, or any of your friends, ever been victim of food poisoning ? If yes, tell your classmates about this experience.

3. Do you think that your fellow countrymen are, on the whole, mindful about food safety or not ? Explain.

4. Do you approve or disapprove of what the Greenpeace protesters in the picture are doing ? Justify your answer.



Greenpeace protesters attempting to destroy genetically modified crops at a test site in the UK.

▶Let's hear it

① Listen to an interview and mark the statements below as true (T), false (F), or not mentioned (NM) in the text . Correct the false ones.

A. As a result of the impact of advertising, consumers prefer buying organic food to purchasing conventional or genetically modified food. ☐

B. Owing to bad publicity, GMFs will certainly disappear . ☐

C. GMFs are harmful to both man's health and the environment. ☐

D. The debate about the farming of GMFs will possibly continue. ☐

② Compare and discuss your answers to task 1 above with your partner. Then make an oral summary of the interview in 4 to 5 lines using your own words.

Around the text

Grammar Explorer I: Revision

Consider the modals in bold type in sentences A-E below and do the tasks that follow.

A. They **may** or they **may not** disappear.

B. GMFs **will certainly** disappear.

C. They **might** have harmful effects just as they **might not** (have harmful effects).

D. The debate **could** continue.

E. They **can** have a comeback.

① **Task:** Explain what notion each of the modals in bold type above exactly expresses. Then write sentences A-E in the blank lines provided in the table below.(Note: The larger the number of stars * in the boxes, the higher the degree of certainty.)

Degrees of certainty	Positive statement	Negative statement
****Categorical certainty	____________	____________ It is impossible
***Probability	____________ It is probable that subject + probably +verb	It is unlikely that/ improbable that
**Possibility	____________ It is possible that	____________
*Remote possibility	____________ ____________	____________

Have another look at **the modals** in SE2 Grammar Reference. p.190 and p.197.

② **Task:** Rewrite the sentences in column B in the table below to express the notions in column A. Use appropriate modals or expressions. There are many possibilities.

Column A : Notions	Column B
Remote possibility	• In the near future, advertisements for fast foods will be banned, and health warnings will be written on the packages of processed food.
Possibility	• The Algerian government will impose an eco-tax on polluting industries next year. • Flavourings and colourings cause irritability and skin irritations.
Probability	• Most Algerian consumers will boycott products which are not environmentally safe soon.
Certainty	• Food safety may be one of the major problems in the next decade. • In the future people might not eat as much processed food as they do now

Grammar Explorer II

Consider sentences A-D below and answer questions 1-3 that follow.

A. They prefer buying organic food.

B. The eating of organic food will certainly keep increasing.

C. Organic foods are somewhat healthier and less damaging to the environment.

D. More and more farmers are turning to organic farming.

1. In which sentence can you find a word with **-ing** functioning as a verb ?
2. Which **two** sentences contain a word with **-ing** functioning as a noun ? What do you call this verb form ?
3. Which sentence contains a word with the **-ing** form functioning as an adjective ?

See Grammar Reference pp. 221-222.

① Read the text below and decide whether it is the **gerund** or the **present simple** that must be used with the verbs in bold type.

The art of **cook require** the use of garlic. Of course, the **eat** or consumption of garlic **be** generally not approved of. **Work** beside someone who has eaten garlic is as bad as **sit** beside someone who **smoke.** But while **smoke** is definitely bad for you, there is no doubt that **eat** garlic **be** good for your health and particularly your blood pressure. We are likely to see more 'No **smoke**' signs than we have so far; yet we won't see any 'No **breathe**' signs for garlic eaters.

Cultivate and **export** garlic has become big business now that so many people use it for **flavour** meat and for **make** medicine that reduces cholesterol. People often **buy** it when they do their **shop. Be** a garlic eater is something to be proud of; and this **show** that you enjoy healthy **live**.

② With your partner, compare your answers to task 1 above. Then explain to your classmates why you have used the **gerund** or the **present simple** tense with the verbs in bold type.

Vocabulary Explorer

① Add appropriate suffixes **-er**, **- tion**, **-ing**, or **-ment** to the verbs in the box to form as many nouns as you can. Some verbs can take more than one suffix.

consume – advertise – produce – promote – compete – react – oppose – introduce – reject – treat – manage – farm – pay – commercialize

② Fill in the blanks in the text below using the nouns you have formed in task 1 above.

__(1) still hesitate to buy genetically modified food because the __(2) of this type of food might be harmful to their health. Many agri-business companies have tried to promote their __(3) by placing __ (4) in newspapers and on TV. However, their __(5) campaigns have not worked well so far because GMFs have a bad publicity. This public __(6) of GMFs is largely a __(7) to the appearance of the mad cow disease in the early 2000s.

③ Read the tips below. Then do the task that follows.

TIPS

Some verbs in English are **always** followed by **one**, sometimes **two**, specific prepositions called **dependent** prepositions. E.g.

- Food industries are often **blamed for** poor hygienic conditions.
- People should **stand up for** their rights and set up consumers' associations.

There are no specific rules as to which prepositions go with particular verbs. So you will have to learn from the dictionary which dependent prepositions go with which verbs.

- **Task:** *Fill in the blanks in the text below with the prepositions* **of, with, for, to, about,** or **from**. *Then check your answers with the dictionary.*

There are many associations which **provide** consumers __(1) information about marketed products in Britain today. The main purpose of these associations is to **protect** consumers __(2) abuse by dishonest businessmen. When a consumer **suffers** __(3) the bad quality of a given product, s/he can **complain** __(4) it __ (5) these associations. The latter will **look** __(6) ways to **get** redress __(7) the companies whose products have caused harm to the consumer. Consumers' associations often **accuse** companies, especially food industries __(8) carelessness in connection with safety standards.

See Grammar Reference pp. 212-215.

Pronunciation and spelling

① Listen carefully to your teacher as s/he pronounces the pairs of words below and circle the syllable which carries the main stress in each of them.

Verbs	Nouns	Verbs	Nouns
advertise	advertisement	associate	association
publicize	publicity	regulate	regulation

② Compare the stress patterns of each pair of words. What do you notice? Practise the pronunciation of the words.

③ Listen to your teacher reading aloud the dialogue on the next page and note how the modals in bold are pronounced. What do you notice ?

Wife : What did you eat for lunch today, Jason ?
Husband : Well, I ate the leftovers in the refrigerator.
Wife : You **shouldn't have** eaten them.
Husband : Why ?
Wife : You know, it's nearly three days now since they have been in the fridge. So you **might have** poisoned yourself.
Husband : That **couldn't have** happened, Daisy.
Wife : How can you be so sure ?
Husband : Well, I've tried them on your cat first.
Wife : But it **could have** died, Jason. You are so cruel!

④ With books closed, act out the dialogue above with your partner paying attention to the pronunciation of the modals.

➤Think, pair, share ◄

① Prepare a speech about the possible changes that are likely to happen in our life styles. Continue the freewriting below for about 10 minutes to generate ideas. Don't care about mistakes at this stage.

Freewriting

The next decades are likely to bring about radical changes in our life styles. The number of shopaholics, i.e. people addicted to shopping/to increase/ tremendously. Online shopping/to become a norm. Robot shop assistant /to deliver goods/ customers' homes. Soft drink companies /to place conduit systems in people's kitchens. Companies /to make foodstuffs out of petrol ...

② Select ideas from your freewriting as indicated above. Then write your first draft speech organising your ideas according to the plan below. Use the gerund and modals where appropriate.

A. shopping habits
B. eating habits
C entertainment and leisure

③ Correct your mistakes. Exchange drafts with your partner for error checking. Then share your ideas in class by reading aloud the corrected version of your speech.

Language outcomes

- Using the present simple to describe a present state
- Expressing hypothesis/condition using if-conditional type 1
- Expressing quantity with enough, too much, too many, etc
- Expressing cause and effect with because, as, etc.
- Forming adjectives by adding the suffix -y to nouns
- Recognizing and practising sentence stress
- Writing an expository article
- Prescibing a set of rules

P FACT FINDING

▶Getting started

- Discuss the questions below.

1. Do you think that our eating habits have changed over the last years ? If yes, in what ways ?

2. Do you think that advertising has contributed in any way to changing these habits ? Explain.

▶ Taking a closer look

① Read the text on the next page and mark the statements below as true (T) or false (F). Correct the false ones.

A . An insufficient amount of food can cause a loss of energy balance. (§1) ☐

B. Today people don't take the amount of exercise necessary for their energy balance. (§2) ☐

C. There are too many advertisements for unhealthy food. As a consequence, people don't pay enough attention to their energy balance. (§3) ☐

D. Obsesity causes a lot of diseases. Unless something is done about it, social security systems will probably encounter a financial problem soon.(§4) ☐

E. The adverstising of food has a positive influence on our eating habits. So our governments should encourage it. (§5) ☐

② With your partner, compare your answers to task 1 above. Then discuss the statements above with your classmates. Do you agree or disagree with the ideas developed in each of them? Justify your answers.

How is Your Energy Balance ?



It is important for people to eat as much food as they need to make sure they have the right amount of energy. If **they** eat too little food or the wrong kind of food **they** won't have enough energy. If **they** eat too much (food), **they** will put on weight. When we eat enough food for the exercise we take, we call **this** energy balance. (§1)

/fu:d/
/rɒŋ/
/ˈenədʒɪ/

In many parts of the modern world today, people eat a lot of fast food and don't take enough exercise. **They** also eat a lot of sweets between meals. Although most people know that fatty and sugary foods can cause a loss of **their** energy balance, they find **it** difficult to refrain from eating **them**. (§2)

/ɪˈnʌf/
/ˈeksəsaɪz/
/nəʊ/
/ˈdɪfɪkəlt/
/rɪˈfreɪn/

A recent study shows that a large number of people who cannot manage to keep **their** energy balance are **those** who spend too much time in front of their TV sets. If people eat too many products which contain a large amount of fat and sugar - also called junk food, and too few products which provide them with enough quantities of fibre, it is because of the many advertisements to which they are exposed while watching TV. **This** study also shows that though parents advise **their** children to eat sensibly, a great many of these children don't pay much attention to the amount of fast food **they** eat. Parental advice is no help at all if the children continue to be exposed to such advertisements. (§3)

/ˈpiːpl/
/ˈbæləns/
/ˈprɒdʌkts/
/əˈmaʊnt/
/ˈkwɒntətɪz/
/ədˈvɜːtɪsmənts/
/ˈpeərənts/
/əˈtenʃn/
/ɪkˈspəʊzd/

Unfortunately, the loss of energy balance is not without health and social consequences. Owing to this loss, a lot of people today suffer from obesity. According to the World Health Organisation, for the first time in history, the world population counts more obese people than slim **ones.** As a result of overweight, many of them have developed diseases that cost the social security systems of **their** countries billions and billions of dollars every year. The financial problem of these security systems is likely to worsen as no concrete measures are taken to treat the real causes of overweight at world level. (§4)

/ʌn'fɔ:tʃʊnətlɪ/
/əʊ'bi:sətɪ/
/əʊ'bi:s/
/'əʊvəweɪt/
/dɪ'veləpt/
/'kʌntrɪz/
/'wɜ:sn/
/'meʒəz/

Since obesity in our modern times is caused mostly by a loss of energy balance, **which** is due mainly to the impact of junk food adverts, it is high time our governments passed laws to limit this influence. Advertisements of unhealthy foods are as harmful as advertisements for cigarettes. Therefore, **they** should be banned from the media, and health warnings should be added on the labels of fast food packages. (§5) (**Text written by the authors)**

/'mɒdn/
/'gʌvənmənt/
/ʌn'helθɪ/
/ˌsɪgə'rets/
/'wɔ:nɪŋz/
/'pækɪdʒɪz/

③ What do the words written in bold in the text refer to ?

Around the text

Grammar Explorer I

Consider the tenses used in the text above and answer questions A-B below.

A. The tense which is mostly used in the text is the present simple. Why ?

B. In what other situations/cases do we use this tense ? Give sentences of your own to illustrate your answers.

Have another look at **the present simple tense** in SE2 Grammar Reference. p.188.

Grammar Explorer II

Consider sentences 1 and 2 below and answer questions A-D that follow.

1. **If they eat too little food or the wrong kind of food**, they won't get enough energy.
2. **If they eat too much food**, they will put on weight.

A. Do the clauses in bold type express reality or supposition ? How do you know ?

B. What do the two clauses which are not written in bold express ?

C. Which of them are the main clauses and which are the subordinate clauses ?
D. Why are they called so ?

Have another look at **the if-conditional** in **SE2** Book. pp.201-202

●**Task:** Use the items A-G below to write if-conditional sentences. Start each sentence with the second clause from the sentence before. The first one is done for you.

A. eat rotten food
B. have a serious indigestion
C. go and see a doctor
D. hospitalize you for two to three weeks
E. lose your job
F. no longer earn enough money to buy good food
G. eating decaying food

E.g.
A. If you eat rotten food, you will have a serious indigestion.
B. If you have a serious indigestion, ______________________________

Grammar Explorer II

① Go back to the text on the previous pages and answer the following questions.

A. Which quantifier in the first paragraph is closest in meaning to '**sufficient**' or '**appropriate**' ?

B. Pick out the 4 sentences that contain quantifiers and the degree adverb **too**. Which ones mean '**an excessive amount of**' and which ones mean '**not enough/ an insufficient amount of**' ?

C. What other quantifiers and other quantity expressions can you find in the text? Pick them out and discuss which type of nouns they can be used with (countable nouns, uncountable nouns or both).

D. Do you know of any other quantifiers? Use them in illustrative sentences.

See Grammar Reference pp. 216-217.

② Fill in the blanks with **too much**, **too little**, **too many** and **too few** so that the sentences in the health warnings below make sense. An example is provided for you.

Health warnings

A. **Too little** calcium may be harmful to our health.
B. Eating _____ sugar may cause diabetes.
C. _____ vitamin A may result in poor eyesight.
D. Eating ___fat can make one overweight.
E.Exposure to_____ UV rays may give rise to skin cancer.
F. The beriberi disease is due to _____ B12 vitamin.
G. The kidney disease may result from _____ calcium.
H. Weakness in our immunity system may be the result of___ white blood cells.
I. Anaemia is caused by _____ red blood cells.

Grammar Explorer III

*Go back to the text and pick out all the sentences which contain the link words **because (of)**, **as**, **since**, **owing to** and **due to**. Then answer the questions below.*

A. What types of relationship do the link words in the sentences indicate ? Explain.
B. Do you know of any other link words and expressions with similar functions ? Tell them to the class and use them in sentences of your own.
C. What punctuation marks are associated with some of the link words ? Illustrate the use of the punctuation marks in sentences of your own.

① Fill in the blanks in the sentences below with the link words listed in Grammar Explorer III above. There are several possibilities.

A. Advertising is necessary for new businesses ___it informs consumers about the services and products they offer.
B. _____ the advertisement of fast foods, many people have developed unhealthy eating and drinking habits.
C. ___consumers are aware of the importance of the environment, most food industries now put eco-labels on the packages of their products.

② Rewrite the sentences in task 1 on the previous page using **therefore**, **consequently**, **as a consequence**, or **as a result**.

Vocabulary Explorer

● Read the tips below carefully. Then do task 1 that follows.

TIPS

We can add the suffix **-y** to many nouns to form adjectives. E.g. sugar → sugary. The suffix **-y** means the state of. When a noun ends with a **consonant +vowel +consonant** (CVC), we double the last consonant if the concerned syllable is stressed. E.g . fat → fatty.

① There are 6 nouns in texts A and B below which need to be turned into adjectives ending in **-y**. Identify them and rewrite the paragraphs using the adjectives in their stead. An example is given.

‘ Salty, spice, and pepper foods are both savour and taste. Be careful, eating too much of these foods may cause you trick health problems in the long term. So don’t be greed.’ (**A**)

‘People are well aware that it is not ease to have a speed recovery from food poisoning. And yet, they continue to eat in dirt, dust and stuff fast food restaurants with slime floors and counters.’ (**B**)

② Choose the most appropriate words in brackets to make the text below meaningful.

Life is becoming increasingly (**cheap/ expensive**). So when (**shoppers/sellers**) do their shopping they are more likely to look at the (**price tags/quality labels**) of the products than anything else. (**Saving/Spending**) even a little money by buying (**high/ poor**) quality goods helps people with a (**high/low**) budget to pay utility (**bills/charges**) and the (**rent/ lease**) for the flat at the end of the month. These (**savings/spendings**) also help to (**purchase/sell**) mobile phones for the loved ones.

Pronunciation and spelling

- Read the tips below. Then do tasks 1, 2 and 3 that follow.

TIPS

Sentences contain words which are stressed and words which are unstressed.
The stress usually falls on **content** words rather than on function words, i.e. pronouns, articles, modals, etc.
Sentences also contain **words** which carry the **main stress**. These words are **key words**. They give the **most important information**.

① Read the dialogue below and circle the words which you think should be stressed.

Speaker A : I'm going to the supermarket, do you need anything ?
Speaker B : Yes, could you get me some flour, some oil, some oranges, and two or three packets of biscuits, please ?
Speaker A : So, you need some flour, some oil … and two or three bottles of juice.
Speaker B : No, I said two or three packets of biscuits.
Speaker A : Oh! I see.

② Compare your answers to task 1 above with those of your partner. Then listen to your teacher and identify the word which carries the main stress in each of the sentences of the dialogue above.

③ Compare and discuss your answers to task 2 above with your classmates. Then make a similar dialogue and act it out with your partner.

➤Think, pair, share ◀

- Write an expository article developing the statement in italics below. Follow the procedure on the next page.

Start like this

Food safety has become one of the major worries for mankind. This worry has three major sources: ________, ______________ *and* __________.

① Go through the causes and effects listed below and add other ideas of your own.

Reasons/Causes

- industries polluting the soil with chemicals/ too much toxic waste thrown into rivers / too many oil spills/ farmers using too many insecticide sprays … (§1)
- too many additives (preservatives, flavourings, colourings) using too much salt/sugar/ to sweeten the food … (§2)
- too few people preparing their own meals/ too many people eating in fast food restaurants/ fast food containing too much fat (§3)

because, owing to, for, since, as, due to ↑↓ as a result, so, consequently

Results /effects

- poisoning of water sources/ too little water to drink/ fruits and vegetables containing insecticide and chemical residues destruction of aquatic life … (§1)
- children becoming hyperactive/lacking concentration at school/ people developing allergies/ suffering from food poisoning … (§2)
- putting on weight/ developing diseases … (§3)

② Select the ideas you think are relevant to the topic.

③ Write a first draft of your newspaper article. Organise it according to the diagram below. In your conclusion, try to suggest a solution to the problem.

introduction → §1 → §2 → §3 → conclusion

Body

④ Revise your essay and pass it to your partner for error checking.

⑤ Join a group and discuss how you can further improve your article.

▶A cartoon



'You liked it when you saw it on television.'

▶Proverbs and sayings

Guess what the sayings and proverbs below mean. Then try to find their equivalents in your language.

- ❑ It's no use crying over spilt milk.
- ❑ Don't teach your grandmother to suck eggs.
- ❑ Gluttony kills more than the sword.
- ❑ You cannot make an omelette without breaking eggs.
- ❑ You cannot sell the cow and drink the milk.

P
ORGANISING

▶Assignment one: Food contents and health

① Choose three brands of processed food that you consume most (pasta, biscuits, yoghurts etc.). Read their labels and make a note of their ingredients, additives, etc. in the comparative table below .

Pasta brands	Ingredients	Additives : Colourings, Flavourings, Preservatives	Energy content/ Nutritional value (in Kcals)
Sim			
Panzani			
Barilla			

② Compare and contrast the brands in your table. Use **too much, too little, too few**,or **too many** to describe their ingredients.

③ Report and discuss your findings with your classmates. Then write a consumers' report following this discussion.

▶Assignment two: Prescribing home safety rules

① Imagine you are a Civil Protection officer. Think of 3 to 4 types of home accident (fires, explosions, falls, burns, electric shock, poisoning, etc.) and prescribe rules that can avert such accidents. Use the present simple tense, and appropriate modals and conditionals. E.g.

How to prevent home accident fatalities

Rule one : Fire is a useful servant ; it may also become a ferocious enemy. Explosions are often caused by ____________. So ________

Rule two : ________________________________

Rule three : ________________________________

Rule four : ________________________________

② Present your rules to your classmates.Then, as a class, try to make a synthesis of the rules on a wallsheet, preferably with illustrations.

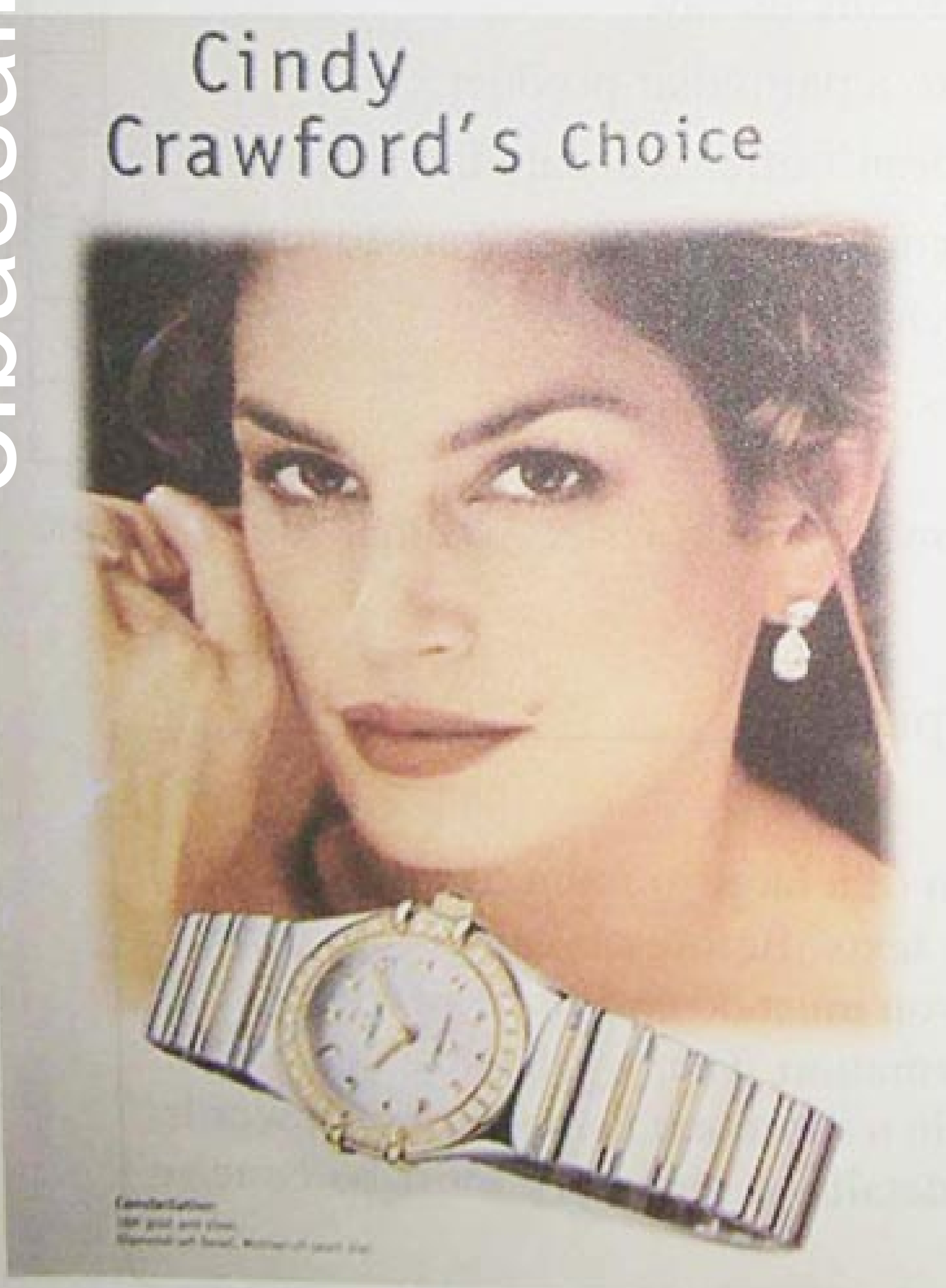
Skills and strategies outcomes

- Predicting the content of a text
- Listening for general ideas
- Listening for detail
- Summarizing /synthesizing information
- Debating (arguing by making concessions)
- Writing an argumentative speech

P
WRITING UP

▶ Before listening

- Look at the advertisement on the left and answer the questions on the right.



1. What is the advertisement about ?
2. What is its target audience?
3. Who do you think Cindy Crawford is ?
4. Why do you think she has been selected for the endorsement of the product ?
5. What is the slogan of the advert ? Do you think it is a catchy one ?
6. On the whole, are you for or against advertising ? Why ?

▶ As you listen

① Have a look at the coping box below. Then do the task that follows.

Coping

You are more likely to recognize and understand what someone is saying if you already have an **idea of the topic**, who **the speakers** are, and the **sort of things** they will mention.

● **Task:** You will hear two students, James and Jenny, talking about advertising. James is for advertising, whereas Jenny is against it.

Go through the statements below and guess who will say what. Put (JE) for Jenny and (JA) for James. Then listen to the conversation and check your predictions.

A. It's immoral to sell people things they don't want.	
B. Advertisers essentially influence us about which product to buy.	
C. Most people believe what advertisements say.	
D. Advertising draws our attention to a particular product.	
E. Advertising creates a need but doesn't offer real satisfaction.	
F. Buying a product doesn't transform us into what we want to look like.	
G. People spend their money only when they want to.	
H. We're manipulated by advertisers.	

② Have a look at the coping box below. Then do tasks A-B that follow on the next page.

Coping

A **summary** is the condensation of a large amount of information (main ideas) from oral and written texts. Before making a summary of something written and spoken you must do two main operations : first **analyse**/ break down the information. Then synthesize i.e., put together the analysed information in a short text using your own words. You must discard all unecessary details. A summary must be **concise** and **coherent**.

A. Go back to task 1 and analyse Jenny's and James's ideas about advertising. Then synthesize their conversation in 4 to 5 sentences using the gapped text below as a framework.

Jenny and James are talking about_______ . The problem is whether or not _______. Jenny is in favour of _____ whereas James is ____ At first James denies that ____ . Then he admits that _____ . In the end, _______ .

B. Listen again and check whether you have not omitted any important item in your summary of the conversation between Jenny and James.

▶After listening

- Have a look at the coping box below and do the task that follows.

Coping

One way of putting forward an argument without sounding intolerant is to admit that there are arguments that differ from your own. Link words such as **while**, **although**, **though**, **despite the fact that** and **in spite of the fact that** are useful in doing this. Adverbs like **admittedly**, **undoubtedly**, **certainly** can also be used. E.g.

Argument: As far as I can tell, television offers few benefits for children.

Concession: Admittedly, there is too much junk food advertising on TV these days and this makes TV viewing very undesirable; still you can't deny that some educational programmes are quite beneficial to them.

- **Task:** With your partner, prepare a short dialogue asking for and giving opinion about advertising. Use the information in the coping box above and the arguments on the next page.

Voice your opinion by starting like this:

A: In my opinion, advertising is more likely to harm consumers than serve them. What do you think of that?

B: I believe that advertising is essential for both business and consumers. Though _________________________________.

Arguments: Pros and cons

A. Advertisements manipulate consumers.

B. Commercial advertising is essential for both business and consumers.

C. Advertising creates new and unnecessary needs.

D. Advertising encourages children to buy junk food.

E. Advertisements can't create needs, but they can suggest new ways of satisfying them.

F. Advertising stimulates innovation and competition.

G. Advertising creates a need, but doesn't offer satisfaction.

H. Advertising promotes goods but does not sell them.

I. Advertising degrades the image of women.

J. Advertising sponsors social events like sports competitions and car races.

WITHOUT ADVERTISING, YOU COULDN'T AFFORD A FOOTBALL MATCH TICKET

Look around at any sporting event: football, baseball, soccer, auto racing. You'll see ads for the companies that sponsored the event. What you may not know is that these ads help pay the players' salaries. They pay for maintenance crews. And for the upkeep of the stadium. Without the revenue generated by advertising, this money would have to come from somewhere else. Like the cost of your ticket. Which could take the fun out of anybody's game.



▶Saying it in writing

● Have a look at the coping box below. Then prepare an argumentative speech stating your opinion about advertising. Use the guidelines that follow.

Coping

One of the best ways of organising/structuring ideas in an argumentative speech is first to inform the audience about the main points of view on the issue. Once you have done this, you take sides in or personalize the debate by saying what you personally think about the issue.

① Start with the following topic sentence.

People don't agree as to whether advertising is beneficial or harmful.

② State people's points of view on the issue. Refer to the arguments on the previous page.

- **Say what some people think**

Some people are in favour of ___ . They think/believe/claim/assert that ___

- **Say what other people think.**

However, ____________________

They think/believe/claim/assert that ___

③ **Take sides**

- I am one of those who believe/think/assert that ____
- Support your argument by giving your reasons.
- Make sure you use appropriate link words : for one thing, for another thing, first, second, finally, as a result…)

④ As you develop your arguments, make concessions in order not to sound too intolerant.

⑤ Review your draft. Then read it aloud to your classmates. This could be the start of a class debate.

Skills and strategies outcomes
- Skimming
- Scanning
- Persuading
- Analysing and synthesizing
- Writing an advert
- Writing a letter of complaint

P
ASSESSING

Before reading

- Discuss the following questions.

A. To which item in the box below do you think businesses in Algeria appeal most to sell their goods and services ? Argue your point.

environment — safety — price — tradition — modernity

B. Do you respond more positively to the advertisements that appeal to your culture than to the ones that don't ? Why or why not ?
C. Name some of the actors/actresses who endorse products and services in your country. Whose endorsement do you think is the most persuasive ?
D. Which of the advertising media in the list below is the most influential in your country ? Why ?

billboards — TV — the radio — street furniture — magazines — the Internet — ad-displaying vans — balloons

As you read

- Have a look at the coping box below. Then read the advertisement on the next page and do tasks 1 and 2 that follow.

Coping

Persuading or arguing is one of the most common forms of writing and speaking. You use **persuasion** every day, in and out of school, whenever you try to get someone to agree with you, or to change their attitudes about something, or to take a certain action.

When you argue a point in a persuasive piece of writing, you present your claims as skilfully as you can, thinking carefully about your readers/audience,i.e. their expectations, fears, prejudices and beliefs.

Believe it or not, this cooktop is ready to boil water. All it needs is an iron or steel pot. It works by creating a magnetic field that heats the inside of the pot – instead of the cooking surface. That makes it safer than conventional cooktops. And more energy efficient. So get yourself a Toshiba. Or you may get burned.



In Touch with Tomorrow

TOSHIBA

Toshiba America, inc. 82 Totowa Road Wayne,NJ 07470

① Fill in the table below with information from the advert above. Just take notes. Don't write full sentences.

Brand	Advertised item	Audience	The **four** expectations exploited	Your reaction
				Is the advert persuasive or not ? Why ?

② Compare your answers to task 1 above with those of your partner. Then read the advert again and answer these questions.

A. What type of pot do you need to use on the cooktop ?
B. What two things make this cooktop better than others ?
C. The picture shows a surface which is ready to boil water, but the person's hand is not getting burned. Can you say why ?
D. The expression **get burned** is a **pun** or a **play-on-word** . Which two meanings does it convey ? Circle the two best choices from this list:
1. be on fire 2. be happy 3. be proud 4. regret

▶After reading

① Write a holiday advert for your local travel agency. Use the advert on the previous page as a model. In order to sell your holiday, do not forget to include the following

- emphasis on low cost
- an appeal to the environment issue
- a catchy slogan
- reference to the local culture
- a promise of enjoyment

② Once you have corrected your advert, participate in a class competition to choose the best advert.

▶Writing development

The advertisement leaflet on the next page belongs to a holiday maker who has come back home from a disappointing adventure holiday abroad. Read it carefully, then **complete the letter of complaint** below using the annotations in italics on the leaflet.

Dear Sir or Madam,

I am writing to ______________________ (§1)

____

My holiday with your company did not correspond to what the advertisement claims. Firstly, the advert states that ______________________,

but in fact ______________________.

Secondly the advert promises ______________________.

Unfortunately, ______________________. Actually,

Thirdly, it says that ______________________

______________________ (§2)

Though ______________________. As a result of all these

In general, our holiday ______________________

non-kept promises, I feel ______________________. (§3)

______ because ______________________.

Therefore, I ______________________

Yours faithfully,

Enc. The facsimile of our reservations

Isn't it time to take refreshing holidays with us at fair prices ?

A fortnight's holiday with us will be an experience you'll never forget. Every day you'll be able to choose from a wide range of thrilling activities : *Only two activities offered per day!*

- ❑ canoeing
- ❑ rockclimbing
- ❑ wind-surfing
- ❑ sailing
- ❑ hiking

We certainly won't!
For eight days, neither windsurfing nor sailing offered !

To introduce you to the joys of group-work, there will be :

- ❑ one three-day camping expedition
- ❑ two problem-solving activities

We couldn't even pitch the tents !

'But this is my holiday! Aren't I allowed to relax?'
Whenever you like you can choose to take a 'day off' and enjoy a relaxing game at some of the remarkable facilities at the residential centre :

"Full !" Instead, they put us in a youth hostel, seven kilometres away. We never saw this place(no buses, no taxis).

- ❑ swimming pool
- ❑ sauna
- ❑ games room (billiards, darts, table tennis)
- ❑ video
- ❑ library

Only facilities at youth hostel: table tennis, a pack of cards.

'Won't it be just like the army : dormitories and canteen food ?'
Accommodation consists of comfortable double rooms, and our talented kitchen staff prepare memorable and delicious meals using the very best of the local produce.

Ugh!
Dirty bed-clothes !

(Adapted from Hugh Cory, ***Advanced Writing***, Oxford, p.94.)

Project outcome

Making a survey on the impact of advertising

Your survey should comprise the following :

❑ a questionnaire ❑ a results form ❑ diagrams ❑ a report

- We advise you to have a look at the ways of making a questionnaire, interpreting results, and writing a report in your **SE1 coursebook, *At the Crossroads***, *pp.73-75.*

- Follow these guidelines in conducting your survey.

❑ Preparing the questionnaire

Decide what **types of advertisement** and **audience** you would like to investigate before you design your questionnaire. For example, your questionnaire could focus on the impact of **TV commercials**. You may address it to various people outside the classroom or to your **fellow students** in the *lycée*.

❑ Writing the report

In writing your report, you should make the best use of the elements of grammar, vocabulary, functions and skills you have learnt in this unit.

❑ Your report should include the following sections :

A. an introdution (including background, purpose of the survey, and expected findings),

B. a short description of the questionnaire and the targeted audience,

C. a discussion of the findings with illustrative tables, charts, etc.,

D. a conclusion giving a summary of the survey and a statement of implications and recommendations.

Alternative projects

- Producing a radio or a TV commercial
- Making a leaflet for selling a product
- Designing newspaper classifieds for rent, for employment, etc.

Web sites

http://www.advertopedia.com/consumer-behavior-basics.htm

www.shoppingpage.us www.ofcom.org.uk www.decisio.info

www.advertopedia.com www.speedtv.com/speed/advertising

Language assessment

① Show what you really can do with the language items checklisted in the learning log below by using them in illustrative sentences of your own.

I can	very well	fairly well	not well
A. use the gerund and the present simple.			✓
B. express cause and effect using **because of**, **due to**, **owing to**, **as**, **since**, etc.			
C. express cause and effect using **as a result**, **consequently**, **as a consequence**, **as a result of**, etc.			
D. express possibility using modals **may/may not** or its equivalent expressions **likely that/ possible that**.			
E. use **might/could/might not** to speak about remote possibility.			
F. use **though/ although** to express concession.			
G. express hypothesis using **if-conditional type 1**.			
H. express quantity using **too much/too many/ too little/ too few** and **enough**.			
I. use verbs with **dependent preposition.** E.g. complain **to** __**about**__.			
G. form adjectives by adding suffix -y to nouns.			
K. mark sentence stress.			
L. pronounce the reduced forms of **could have** and **might have**.			

② Tick (✓) next to each item in the learning log above to indicate what you think is your level of performance. Then hand a copy of your learning log with your examples on a separate sheet to your teacher.

Skills and strategies assessment

Take the test that your teacher will assign to you on one of the texts in the **Resources Portfolio** at the end of this book so as to check how much progress you have made in terms of skills and strategies.



▶A song for eating

Dad, Joe and the match

Dad who was a sporting man,
Son Joe, the keenest football fan
Went to see their favourite team
Slowly running out of steam.

Joe and Dad felt low and ill
Having seen them lose one - nil.
Mum, prepared for this defeat,
Gave them Vesta, all complete.

Chicken Supreme with rice,
and spices,
To help recover from the crisis.
Dad said, 'If I were manager of the team
I'd see they all had Chicken Supreme.'



Simple moral: Fun to eat. These Vesta dishes are complete.



Project outcome

- **Designing an astronomy booklet**

For further information have a look at page 162.

Old Royal Observatory at Greenwich



Language outcomes

- Describing the functions of objects (<u>used to</u>/<u>used for</u>)
- Asking and answering questions about measurements
- Forming nouns from measurement adjectives
- Forming singular and plural nouns from verbs
- Recognizing and using stress in two-syllable verbs
- Recognizing shift of stress in words like <u>increase</u> (v) and <u>increase</u>(n)
- Using corrective stress
- Making an oral presentation: description of the Moon

P

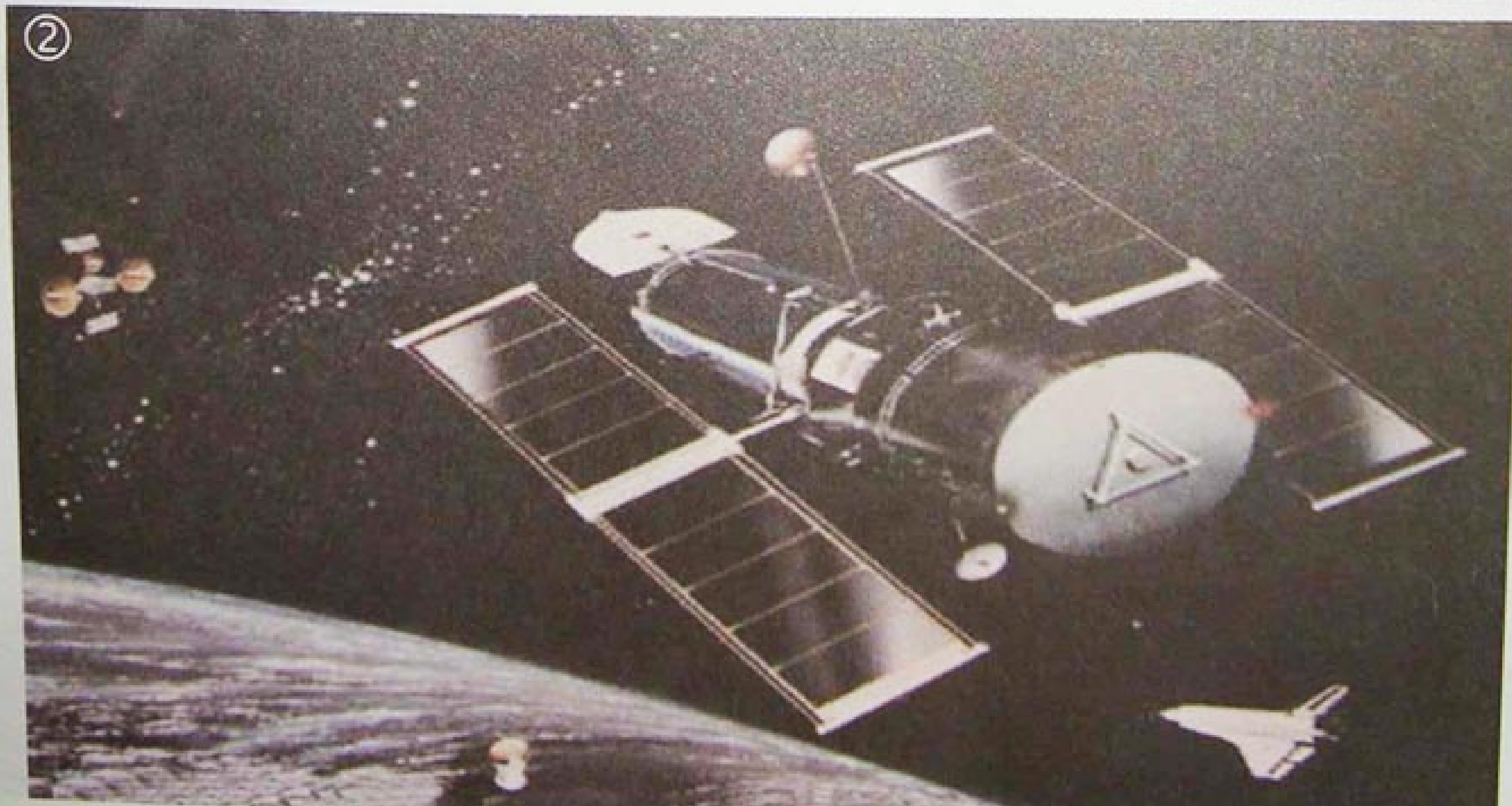
BRAINSTORMING

▶ Getting started

- Look at the pictures and discuss the following questions.

1. What do pictures 1 and 2 represent ?
2. In what ways are the objects represented similar ?
3. In what ways are they different ?
4. What are space satellites used for ?
5. Has Algeria a space satellite of its own ?
   What is it called ?





▶Let's hear it

① Sentences A-F describe how telecommunication satellites work. They are not in order. Read them carefully. Then listen to your teacher and re-order them. Write numbers 1-6 in the table below.

Jumbled sentences	A	B	C	D	E	F
Order						

A. This satellite sends the signals back to other earth stations.
B. It sends the signals to one of the satellites hovering above the earth.
C. A radio or TV company transmits signals by ordinary telephone.
D. The broadcasting stations transmit them to the homes of millions of viewers.
E. These signals go to an earth station.
F. They change the signals and send them by phone to the local broadcasting stations in each country.

② Compare your answers to question 1 above with those of your partner. Then listen again and answer the following questions.

A. How far is the Hubble Telescope from the Earth ?
B. What is its shape ?
C. How long is it ?
D. How much does it weigh ?

Around the text

Grammar Explorer I:Revision

Consider sentences 1-3 below and answer questions A-C that follow.

1. What are satellites **used for** ?
2. They are **used for** sending computer data .
3. They are **used to** survey the earth and make weather forecasts.

A. Which preposition follows the verb **used** in the interrogative ?
B What do **used to** and **used for** express ?
C. What do you notice about the forms of the verbs which follow them ?

See Grammar Reference p. 222.

① Match questions 1-6 with answers A-F.

1. What is it ?	A. Case /eyepiece lens/object lens
2. What does it do ?	B. Optical instrument
3. What is its shape ?	C. Magnify pictures of faint and distant objects
4. What does it consist of ?	D. Cylindrical
5. What is it made of ?	E. Observe the stars
6. What is it used for ?	F. Metal and glass

② Use the answers to task 1 above to describe the telescope and its functions orally.

Start like this:

A telescope is ______

Grammar Explorer II

① Go back to the questions and answers in listening task 2 on the previous page and answer the following questions.

A. What question word is used to ask the questions about the dimensions / size of the Hubble Space Telescope and its distance from our planet ?

B. What do you notice about the position of the adjectives in the answers ?

② Look at sentences A- G. Use the words in the box below to ask questions so as to get the information in bold type. Start your questions with **how** and/or **what**.

> high, tall, heavy, long, wide, fast, deep, far, much, height, length, width, weight, many, depth, weigh

A. *Sputnik I* **weighed 84 kg** whereas *Sputnik II* had a **weight of 500 kg**.

B. The average **distance** to the Moon from the Earth is **384,402 km**.

C. Our planet takes **23 hours, 56 minutes** and **4.1 seconds** to make one revolution round the sun.

revolution round the sun.

D. With its **8,872 metres**, Mount Everest is the world's highest mountain above sea level.

E. Yuri Gagarin, the first man to complete one orbit around the Earth, was only **1 m 70 cm in height**.

F. The surface of Mars is cut across by a system of valleys, which have a **length** of some **4,000 km**, a **width** of up to **2,000 km** and a **depth** of some **6 km**.

G. Light travels at a **speed of 300,000 km per second**.

② Pair work: Ask and answer questions using the information in task 1 above.

Vocabulary Explorer

① Go back to Grammar Explorer II (tasks 1 and 2). Pick out words related to measurements and write them in the table below.

Verbs	Nouns	Adjectives

② Match the words on the left with their **associated words** on the right. Then use three to four words from the lists in illustrative sentences.

1. Temperature	A. miles, kilometres, knots (nautical miles)
2. Distance	B. hot, heat, high, low, cold, warm, Celsius scale, Fahrenheit scale
3. Area	C. square foot, square metre, square kilometre, acre
4. Volume	D. feet, inches, metres, centimetres, tall, short
5. Measurements/ Size (humans)	E.litres, centilitres, millilitres, cubic litres, cubic metres

③ Find the singular and plural noun forms of the verbs **prove** and **believe** in the dictionary. Then fill in the blanks in the text below with appropriate verbs or nouns to make it meaningful.

A long time ago , people __(1) that the Sun revolved round the Earth. This __(2) came from the fact that they saw the sun-rise in the east every morning and set in the west every evening. And until now, many people suppose that it was Galileo who __(3) that it was the Earth that revolved around the Sun though Copernicus had published the theory 20 years before Galileo's birth. The real __(4) of the Earth's orbiting the Sun came from the Danish astronomer Tycho Brahe (1546-1601).

Pronunciation and spelling

① Transcribe the verbs in the box putting a stress mark where appropriate.

Verbs	Transcription	Verbs	Transcription
rotate believe transmit		begin occur revolve	

② Compare your answers to task 1 above with those of your partner. What do you notice about stress in two-syllable verbs ?

③ Listen to your teacher as s/he reads the words in bold type in the text below and circle the stressed syllables. What differences in pronunciation do you notice ?

The number of artificial satellites in Earth's orbit keeps **increasing**. This **increase** is due to the fact that satellites have many uses. As the number of satellites **increases**, the security of future space missions **decreases**. This **decrease** results from dangerous debris and fragments of thousands and thousands of burned-out satellites hovering in the sky.

④ Listen to your teacher reading the short dialogues on the next page. In Speaker B's answer one word carries the main stress. Circle it and explain why this word is stressed more strongly than the others.

A. Is the Earth round and red when seen from a spacecraft ?
B. Well.... Actually, it is spherical and blue.

A. So it was the American astronaut Neil Armstrong who was the first to orbit the earth.
B. Well ... In actual fact, it was the Russian astronaut Yuri Gagarin who did it.



Yuri Alexeyevich Gagarin, 1934-1968

➤Think, pair, share ◄

Topic : Class presentation about the Moon.

① Write a draft expository presentation of the Moon using the notes in the fact file below. Include any other details you think appropriate.

Fact file

Earth satellite. Diameter: 3,476 km. Mass: 0.012 (approximately one-eightieth) that of the earth. Surface gravity: only 0.16 (one-sixth) that of Earth. Average distance from Earth: 384,402 km. Orbit: west-to-east direction. No atmosphere and no water. Temperatures: sunlit side: +110°C lunar nights: -170°C. Composition: rocky. Age: about 4,6 billion years. Orbits in a west-to-east direction every 27.32 days________

② Correct your mistakes.Then exchange drafts with your partner for error checking.

Draft revision checklist

- ❑ Are the tenses used appropriately ?
- ❑ Are the sentence structures varied and appropriate for the expression of measurement, size, distance and age ?
  E.g. It has a diameter/ of _ with _ . Its diameter is ___ .)
- ❑ Are the link words used appropriately ? E.g. As to___ , In connection with – , As far as ___ is concerned, Concerning___ ?

③ Write a final version of your presentation.Then read it to the class.

Language outcomes
- Using the comparatives of superiority and equality with short and long adjectives
- Expressing contrast with whereas, in contrast to ...
- Making hypotheses/suppositions using if-conditional type 2
- Reading figures
- Using non-conclusive verbs: think, suppose ...
- Forming plural nouns E.g. galaxy-galaxies
- Pronouncing final -s

P FACT FINDING

▶Getting started

- Answer the questions below.

① Consider the nine historical planets listed below. Which one is the coldest? Why?

Pluto - Mercury - Earth - Mars - Saturn - Uranus - Venus - Jupiter - Neptune

②Label the different heavenly bodies represented in the picture on the next page.

③ What do you think is the difference between a moon and a planet?

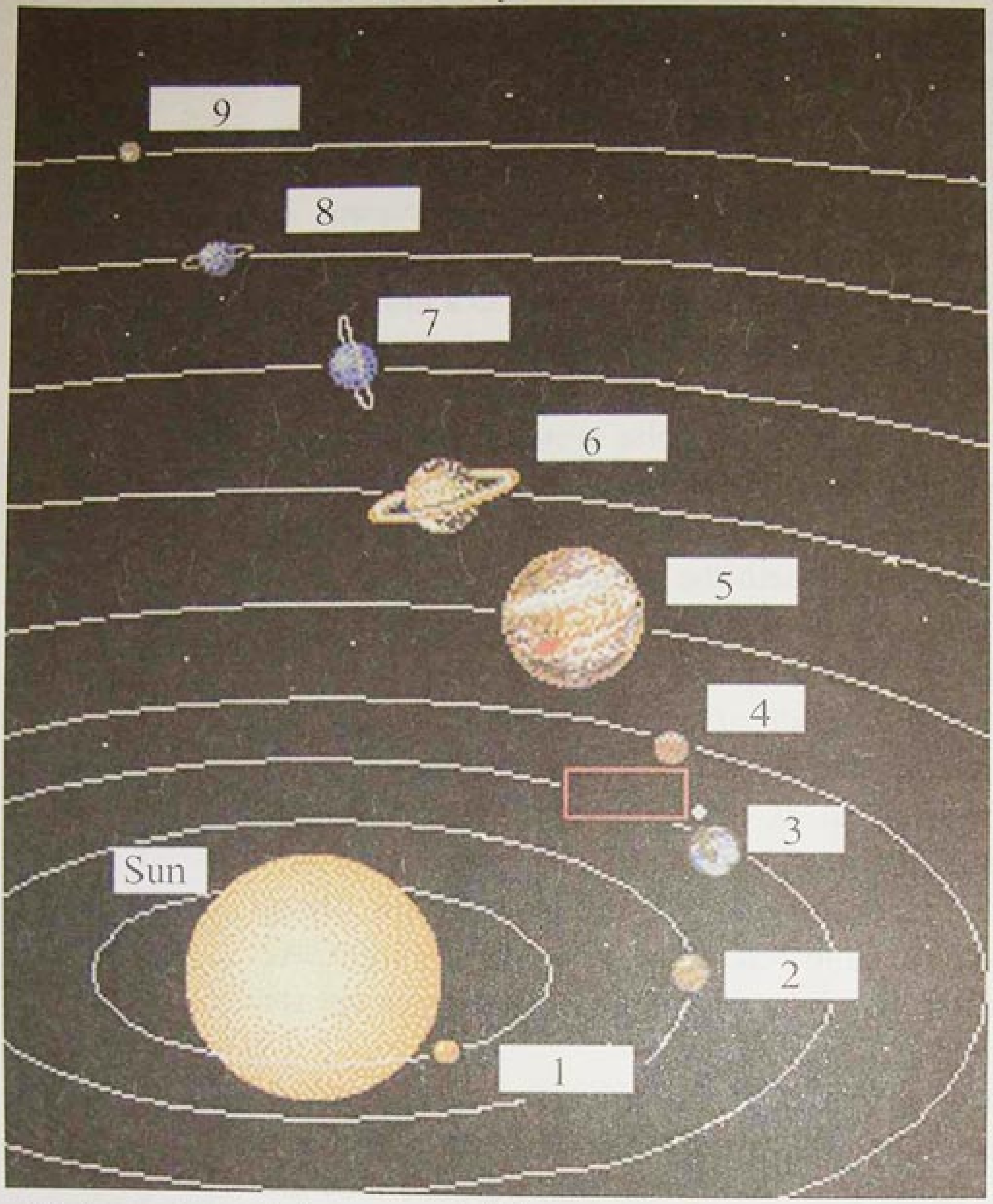
④What do you think are the similarities and differences between astronomy and astrology ?

▶Taking a closer look

Read the text on pages 143-144 again and answer the following questions.

A. What are the various heavenly bodies that constitute the solar system ? Rank them according to size (from the smallest to the largest).
B. In what way is the orbit of the Moon different from those of the planets ?
C. Whose speed is 12 miles per second ?
D. What makes life possible on Earth ?
E. Why are the planets likened to huge mirrors ?)

The Solar System



If you were out in space, billions of miles away from our planet, you would see the Earth as a tiny ball moving in a wide path around a star that you might recognize as our Sun. You would also see, at various distances from the Sun, seven other spherical bodies of different sizes - the other planets - all travelling in the same direction in almost circular paths around the Sun. Moving around some of the planets are smaller balls - the satellites or moons of the planets. (§1)

/'bɪlɪənz/
/'mu:vɪŋ/
/'rekəgnaɪz/
/'sferɪkl/
/dɪ'rekʃn/
/'sætəlaɪts/

Now suppose you were still in space and that you were looking at the space between the orbits of planets Mars and Jupiter, what would you see ? There would be thousands of little planets, or asteroids, also revolving around the Sun. Cutting in this way and that, across the paths of the planets, you would see comets – starry-headed objects, sometimes with long tails

/mɑ:z/-/'dʒu:pɪtə/
/'æstərɔɪdz/
/'kɒmɪts/

this way and that, across the paths of the planets, you would see comets – starry-headed objects, sometimes with long tails streaming after them as they draw near the Sun. You might also catch a glimpse of swarms of even smaller particles -the meteors- swirling through space. (§2)

All these heavenly bodies make up our vast solar system. If you continued to view them for months or for years, you would see that they were moving together through space as a unit, at the speed of some twelve miles a second, in the general direction of the blue star Vega. (§3)

The Sun is the very heart of our solar system. It is a typical star – one of the several thousand millions of stars in our galaxy; like the rest, it is an incandescent body made up of highly compressed gases. Compared with the other stars, the Sun is of average size, but it is a giant in comparison with even the largest planets. Its diameter of 865,600 miles is 109 times that of the Earth; even though it is gaseous, it weighs more than 300,000 times as much as the Earth. Its surface temperature is about 10,000 degrees Fahrenheit; at its centre the temperature may be as high as 27,000,000 degrees Fahrenheit. The heat energy and light energy radiating from the Sun make it possible for life to exist upon Earth. Without the reflection of the Sun's light, we could not see the other members of the solar system except for the comets and meteors. (§4)

The Sun is just one of the stars in our universe. When the skies are clear, we can see the twinkling of these other stars at night. Their light is less intense than that of the Sun because they are far more remote from us than any other heavenly bodies. (§5)

We know that the planets of the solar system are different from the distant stars in some very important ways. Unlike stars, which shine with their own light, the planets give off no light of their own. All we can see is the light from the Sun that they reflect back to us as if they were huge mirrors in the sky. In addition, each one of the eight planets travels in its own special path or orbit around the Sun held in place by the powerful force of the Sun's gravity, very much as if it were a ball speeding around the Sun in a matter of a few months. More distant planets have larger orbits and travel far more slowly. Jupiter, for example, takes more than eleven Earth years to make one complete turn around the Sun while Earth makes its path around the the Sun in just 365 ¼ days - in other words, once a year. (§6)

(From the ***Book of Popular Science*** and Alan E. Nourse, ***The Giant Planets***)

/ˈstriːmɪŋ/
/ˈmiːtɪəz/
/ˈsəʊlə/
/kənˈtɪnjuːd/
/hɑːt/
/ˈɡæləksɪ/
/ˈɡæsɪz/
/ˈævərɪdʒ/
/daɪˈæmɪtə/
/ˈweɪz/
/ˈtemprətʃə/
/ˈfærənhaɪt/
/ˈenədʒɪ/
/rɪˈflekʃn/
/ˈjuːnɪvɜːs/
/ˈtwɪŋklɪŋ/
/rɪˈməʊt/
/ʃaɪn/
/rɪˈflekt/
/hjuːdʒ/
/ˈɡrævətɪ/
/mʌnθs/
/kəmˈpliːt/

Grammar Explorer I: Revision

① Read the text again and pick out the sentences which contain comparatives of adjectives and adverbs and write them in the table below.

Comparatives	Adjectives	Adverbs
superiority		
equality		
inferiority		

● **Task:** How are the comparatives of adjectives and adverbs formed ? Draw the rules and give other examples to further illustrate their use.

Have another look at the **comparatives** in SE2 Grammar Reference. pp.193-195.

② Study the figures in the table below. Then compare the planets using the comparatives and the superlatives of the adjectives and adverbs in the yellow box below.

Adjectives: remote (from) -distant (from) -near/close to -long -short - large ...
Adverbs: (travel, orbit, rotate) slowly / fast/ quickly ...

Planets	Diameter : thousand Km	Average distance from the sun : Million km	Time for one orbit : (Earth years)	Rotation period : (Earth Days)
☿ Mercury	4.88	58	0.241	59
♀ Venus	12.10	108	0.615	225
⊕ Earth	12.76	150	1	1= (365 ¼ days)
♆ Neptune	48.6	4.497	164.8	0.66 (16 hr 7 mn)

Grammar Explorer II: Revision

① Read the text again. Pick out all the sentences describing similarities and differences and write them in the table below. **Leave out** the sentences which contain comparatives and superlatives.

Comparison/contrast	Sentences
Similarities	
Differences	

② Consider the sentences you have written in the table above and underline **the link words** used to express comparison and contrast. Do you know of any other similar link words that are not included in the text ? Use them in illustrative sentences of your own.

③ Now use the information about the planets in **Grammar Explorer I** and the link words from the table above to describe similarities and differences between planets.

Grammar Explorer III

*Go back to the text and pick out the sentences which contain **if** and **suppose** ? Then consider them and answer these questions:*

A. What do the sentences express ?
B. What tenses are used ? Why ?
C. Write sentences of your own using **if** / **suppose** + simple past.

Have another look at the **if-conditional** in SE2 Grammar Reference, pp.201-202.

Grammar Explorer IV

Consider the verbs in bold type in sentences 1-3 below and answer questions A-E that follow.

1. We **know** that the planets of the solar system **are** different from the distant stars.
2. All we can **see** is the light from the sun.
3. Each of the eight planets **travels** in its own special path or orbit.

A. Which verbs describe an action ?
B. What do we call the verbs that refer to an action ?

C. Which verbs describe a state ?
D. What do we call verbs that refer to a state ?
E. What is the major difference between the two types of verbs ? Explain.

See Grammar Reference p. 223.

● **Task:** There are mistakes in the **simple / progressive aspect** of some of the verbs in bold. Correct them to get a grammatically correct conversation between speaker A and speaker B.

A. ' I used to hate astronomy, but I **love** it now. Do you **know** why ?'
B 'No, actually, I don't.'
A 'Well, because I **am understanding** now what astronomy really is.'
A 'Sorry, I **don't understand** what you **are meaning**.'
B 'Well, I **mean** that astronomy can help us understand the mysteries of the universe.'
A 'Oh, I **am seeing** that you have a telescope in your room. I **suppose** that you bought it yourself.'
B. 'Actually, I didn't buy it. You **are knowing**, it used to belong to my grandfather, but now it **is belonging** to me. I **am** still **remembering** the day when he gave it to me'. ...

Vocabulary Explorer

① Find in the text (pages 143-144) the words and phrases that match the definitions below. Then use the words and phrases in sentences of your own.

A. very small (§1)
B. identify again (sb or sth) that one has seen before (§1)
C. moving continuously and smoothly in one direction (§2)
D. have a quick, imperfect view of (sb or sth) (§2)
E. giving out light when heated (§4)
F. shining with a light that gleams unsteadily (§5)
G. send, emit (§6)
H. very big (§6)
I. moving very quickly (§6)

② Add suffix **-ist** or **-er** to the words in brackets to get a meaningful text.

An (astrology) is completely different from an (astronomy) and an (astrophysics). All three are constant (observe) of the skies, but only the latter two really deserve the title of (science). The difference between them is similar to the one between a fortuneteller and a (pyschology).

Pronunciation and spelling

① Look at the tip box below. Give some more examples to illustrate the rules for forming the plural of nouns.

TIPS

a We add **-s** to form the plural of most nouns. E.g. ____________

b We add **-es** after some nouns ending in **-o**, and nouns ending in **-s**, **-x**, **-ch**, and **-sh**. E.g. ____________

c We change the vowels of some nouns to form the plural.
E.g. man → men, crisis → crises, emphasis → emphases ____________

d We change the consonant **f** for the consonant **v** of some nouns in the plural. E.g. life → lives, leaf → leaves, loaf → loaves ____________

e But we don't change the **f** ending of some other nouns.
E.g. chief → chiefs, ____________

② Put the nouns in brackets in the text below into the **plural**. Pay attention to the spelling form.

The (theory) about the creation of the world can be divided into two (category): religious and scientific. The first category is constituted of divine (thesis) elaborated by (man) and (woman) with strong religious (belief). These (man) and (woman) are more interested in divine (mystery) than in producing tangible (fact) about the (origin) of the world and its evolution. The second category is composed of a number of (hypothesis) put forward by astrophysicists and astronomers. ...

③ With your teacher, check your answers to task 2 above.

④ Pick out the words ending in -s from the text about the solar system. Classify them according to the categories in the tip box above.

➤Think, pair, share ◀

● **Suppose a comet collided with the Earth; what would happen then ?** Follow the guide lines to write a twenty-line essay predicting the consequences of such a collision.

① List any other ideas to expand on the notes below.

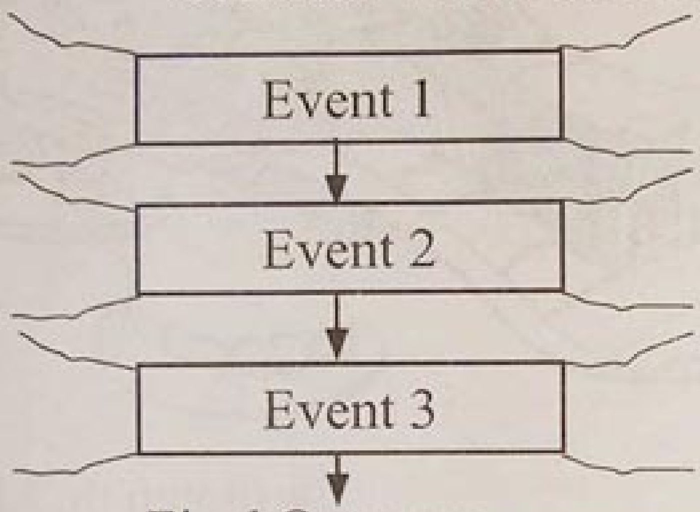
Expanding notes

impact on the Earth surface – cause crater – volcanic eruption – climate change – flooding – Tsunami – earthquake – alteration of the Earth orbit– great freeze – extinction of human kind ...

②Place your ideas in the chain of events that follows.

Chain of events :

Collision with a comet



Final Outcome ⟶ extinction of human kind

③Select the most pertinent ideas and write your first draft.

Useful language

- ❑ stative verbs: **believe, suppose**, ...❑dynamic verbs: **collide, destroy**, ...
- ❑ if-conditional: type 2
- ❑ modals and adverbs expressing probability : **may, might, probably possibly, perhaps** ...
- ❑ comparatives and link words for expressing comparison and contrast
- ❑ link words for expressing result: **as a result, so, consequently**, etc.

④Correct your mistakes.Then exchange drafts with your partner for error checking.

Draft revision checklist

- Have you used the language items above correctly ?
- Have you structured the essay appropriately (introduction, developing paragraphs, conclusion) ?

⑤Write a revised version of your essay and hand it to your teacher.

▶A cartoon



Earthmen on Mars.

▶Idiomatic expressions

Fill in the blanks in texts A- B below with the idiomatic phrases that follow each of them. Use the correct form of the verb.

A. As a result of being hit on the head by a ball, the footballer __(1) and cried for pain. He thought that he was __(2). But the referee came to comfort him and advised him to __ (3) for having escaped from a worse accident.

a. be born under an unlucky star b- see stars c. thank one's lucky star

B. 'Now that you've passed your exam, you should be __(1) , I suppose.
'Stop __(2) your success and try to get some work more done.'
'Do you still go to the theatre ?' 'Only __(3), I am afraid. I've got no time anymore.'
'You can't get the first prize for such a poor project. 'That's __(4) !'

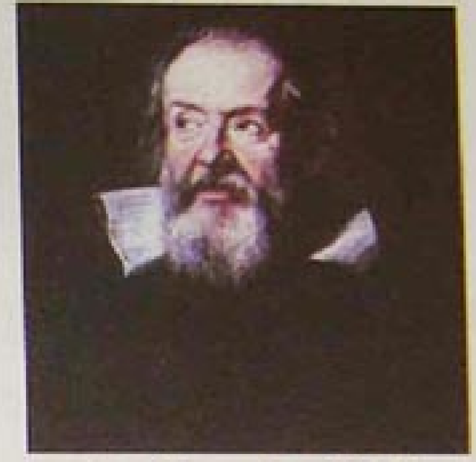
a. over the moon - b. once in a blue moon – c. cry for the moon
d. moon over

ASSESSING

Choose one of the following assignments:

① Make a short ID card of any one of the historic celebrities below for a **'who's who ?' class competition**. Emphasize their respective contributions to astronomy.

- *Ptolemy*
- *Caliph Al Ma'mun*
- *Al-Battani*
- *Razez*
- *Copernicus*
- *Galileo*
- *Hubble*
- *Brahe*



Galileo Galilei, 1564 - 1642

② Carry out research into **solar and lunar eclipses** for a classroom presentation. Compare and contrast them using graphic representations.

③ Find the origin of the terms in italics below in an encyclopedia. Add four to five words related to astronomy, and belonging to the same origin. Explain what the words mean to your classmates.

nadir – zenith - almanac



Johannes Kepler, 1571 - 1630

④ Carry out research into the myths that your ancestors told about the heavens, or the myths you have read about in other cultures. Identify the natural phenomena that the myths you have discovered explain. Present your findings to the class.

Ptolemy (Claudius Ptolemaeus), c. 100-170 A.D Greek astronomer and geographer. In the picture, Ptolemy is using a quadrant to observe the Moon. He is being watched by Urania, the muse of astronomy.



Skills and strategies outcomes

- Making inferences
- Responding to an oral text
- Agreeing and disagreeing (verb+ so or not)
- Making suppositions and hypotheses
- Making a speech in defence of an opinion

P
ORGANISING

▶ Before listening

- Look at the picture and answer these questions.

1. **ET** in the caption of the picture below is an abbreviation. What do you think it stands for ? Do you believe in ETs ?
2. Suppose you saw a UFO (an unidentified flying object) landing in front of you. How would you react ?
3. Do you think that if Martians existed, they would be intelligent ? Justify your answers.
4. Among all the science-fiction films you have seen, which one has left the deepest impression on you ? why ?
5. What do you think is the difference between **science** and **science-fiction** ?



ET (1982) by Steven Spielberg

▶ As you listen

- Have a look at the coping box below and do tasks 1 and 2 that follow.

Coping

When we speak, we can't always give explicit information. We leave the listener **deduce/infer** the information that does not need to be explicitly stated. It's up to her/him to make **inferences** from the **clues** (words/ phrases) scattered in the speech.

① You will now hear a radio programme about ETs. Before you do, study the inference statements in column A. Then, as you listen, jot down in column B the clues that help you to infer the statements in column A.

A. Inference statements	**B.** clues
a. Mr Henshaw and his colleagues believe in the probable existence of intelligent beings in outer space.	
b. The Milky Way is a galaxy which is situated farther than the sun.	
c. Before 1492, people in the Old World thought that there were no human beings beyond the Atlantic Ocean.	
d. The SETI (Search for Extraterrestrial Intelligence) researchers are cool-headed.	

② Compare your answers to task 1 above with those of your partner. Then listen again to your teacher and **respond** to what Mr Henshaw says about the **importance** of man's eventual contact with extra-terrestrials. Do you agree or disagree with him ? Why ?

▶ After listening

- Have a look at the coping box. Then do tasks 1 and 2 that follow.

Coping

We often use **stative** (also called **non-conclusive verbs)** like think, believe, hope, guess, suppose, etc. to express **agreement** or **disagreement** with what is said to us.

- When we agree, we use all of these verbs with **so**. E.g. 'Will man be capable of settling on the moon some day ?' 'I **think so**.'
- When we disagree, we use.
  A. the negative form of the verb followed by **so** (with **think**, **believe**, **suppose**) E.g. 'I don't think so.'
  B. the affirmative form of the verb followed by **not** (with **hope**, **guess**, **suppose**). E.g. 'I hope **not**.'
- You will notice that **suppose** can be used either way.

① Think of a response to one of the questions and statements below using the verbs in the coping box above with **so** and **not**. Then act out a short dialogue with your partner.

A. Is what they are telling us about space laboratories true ?
B. Are we really capable of settling permanently on another planet ?
C. Have people really seen all those UFOs reported in newspapers ?
D. Space exploration is just a waste of money.
E. Today we are capable of diverting comets from their orbits.

② With your partner, prepare a short dialogue speculating about the situations below. Use the if-conditional or its equivalent forms.

- Martian invasion
- Settling on another planet

Start like this

You : Suppose/supposing/ imagine ______ ; what ______
Your partner : Well, if ______

▶Saying it in writing

● Make a short public speech in **defence of the usefulness of astronomy**. Follow the procedure below.

① Brainstorm details to support your arguments. You could draw inspiration from the following expanding notes.

Expanding notes

- ❑ Predicting catastrophe
- ❑ Solving the mysteries of the universe
- ❑ Improving telecommunications
- ❑ Making celestial and nautical navigation safer
- ❑ Reckoning/calculating time
- ❑ Making weather forecasts

② Now write a short draft speech in defence of astronomy developing the notes above. Organise your arguments from the most to the least important starting with this opening:

Ladies and gentlemen,
I think/believe that astronomy is one of the most useful sciences today.

③Correct your mistakes.Then exchange drafts with your partner for further error checking.

Editing checklist

- Is the punctuation right?
- Are the paragraphs of the speech well marked off ?
- Are the link words used appropriately ?
- Are there any mistakes in grammar and spelling ?
- Is there a pertinent conclusion ?

④Write a new version of your speech and read it to the class.

Skills and strategies outcomes
- Predicting the content of a text
- Identifying the type of text and author's purpose
- Making inferences
- Distinguishing between different types of reasoning in argumentative texts
- Writing an argumentative essay

P

ASSESSING

Before reading

- The paragraph below is taken from a lengthier text. Read it very quickly and answer questions 1, 2 and 3 below.

'DEEP IMPACT'
(by David Grinspoon)

On Sunday night, NASA fired a 3-foot wide, 820-pound explosive barrel directly into the path of a 9-mile long, potato-shaped comet called Tempel 1. The two successfully collided at 23,000 mph while a spaceship photographed the collision and sent the pictures home to us. Why ?



① What kind of source is it taken from ? Tick (✓) the right answer and say why.

A. a science-fiction book ☐
B. a scientific report ☐
C. a newspaper article ☐
D. a letter of complaint. ☐

② Where do you think the paragraph fits in the text ? Is it at the beginning, in the middle, or at the end ? Why ?
③ What, do you think, comes next in the text ?

▶As you read

① Read the text below to check the guesses and predictions you have made in answering questions 1-3 on the previous page.

So we can learn about the impact that a collision with comets might have on our planet. We will also have the chance to look at the crater caused by the collision, and study the ice and vapor that are released. In this way, we will also learn about the life secrets that lie deep within the hole of the comet. (§1)

/kəˋlɪʒn/ /tʃɑ:ns/ /ˈkreɪtə/ /ˈsɪ:krɪts/ /həʊl/

When I describe the mission to people , I receive mixed reactions. Some feel that it is not really 'fine' to throw rockets at comets just to see what happens. They say that it is like greeting a stranger by shooting first and asking questions later. Aren't we going too far to satisfy our curiosity here ? (§2)

/ˈmɪʃn/ /ˈrɒkɪts/ /ˌkjʊərɪˈɒsətɪ/

Well, no. This explosion is not going to hurt anyone or anything. Here's an analogy. You would be justifiably angry if, in order to learn about shorelines, some scientist decided to dig up your favourite beach. But you wouldn't object if the scientist took a few grains of sand to study. There are approximately one trillion comets larger than 1 mile in diameter, in this solar system alone, and many more in the wider universe. So even if we destroyed the comet Tempel 1 entirely we would not be doing any harm to the cometary system. (§3)

/əˈnælədʒɪ/ /ˈʃɔ:laɪnz/ /əˌprɒksɪmətlɪ/ /hɑ:m/

In addition, this mission will not demolish the comet, alter its course, or affect the cosmos in any way. Comets collide with other celestial objects all the time. The only thing extraordinary about this particular impact is that we provoked it. 'Deep Impact' will simply make one more small hole in an object that, like all planets large and small, has been repeatedly hit by colliding debris since our solar system's origin, 4.6 billion years ago. (§4)

/sɪˈlestɪəl/ /rɪˈpɪ:tɪdlɪ/

It is the beginnings of the universe that this experiment can illuminate. Beneath the dirty ice crust of a comet like Tempel 1 is material that has been frozen since the birth of our solar system. Inside this timeless frozen rock are organic molecules like those that made life possible on Earth. The study of that ice crust may help us explain the story of our origin. (§5)

/ɪkˈsperɪment/ /ɪˈlu:mɪneɪt/ /məˈtɪərɪəl/ /ˈmɒlɪkju:lz/

As H.G. Wells once wrote, “ There is no way back into the past. The choice is the universe – or nothing.” It has been said that the dinosaurs disappeared because they couldn’t go to another planet. Sooner or later a killer comet will again cross Earth’s path, threatening all life. Fortunately, because we have knowledge about comets and space science, we will be able to survive. (§6)

/rəʊt/
/'tʃɔɪs/
/ˌdɪsə'pɪəd/
/'θretnɪŋ/

(From *International Herald Tribune*, Tuesday, July 5, 2005, p.8)

① Read the whole text again and answer the following questions.

A. Why did the NASA fire an explosive barrel in the path of *Tempel 1* ? Give one reason only.
B. Did people approve of throwing rockets at comets ?
C. The author believes that the origin of life on Earth can be explained through a better knowledge of space. What paragraph indicates that ?
D. Why is space science vital for humanity according to the author ? Explain by analogy with the fate of the dinosaurs.

② Have a look at coping box below. Then do the task that follows.

Coping

It is not necessary to stop and check the meaning of difficult words in the dictionary everytime you come across them in a text. Try to infer/deduce their meaning from context, asking yourself these questions:

- ❑ Which class does the difficult word belong to ? Is it a verb, a noun, an adjective, or an adverb ?
- ❑ Doesn’t the author include **synonyms** or **antonyms** of the difficult word in the text ?
- ❑ Doesn’t the author paraphrase/explain the word in the text ?
- ❑ Are there any prefixes or suffixes suggesting the meaning of the word ?
- ❑ Are there any link words (however, besides finally, etc.) that can help you identify meaning relationships in the text ?

● **Task:** Now read the text on the previous pages again and deduce/infer the meaning of the words below.

Crater (§1) = ______
Hurt (§3) = ______
Ice crust (§5) = ______
Mixed reaction (§2) = ______
Demolish (§4) = ______ (refer to the end of §3)
disappeared (§6) =/= ______

③ Compare your answers to task 2 on the previous page with those of your partner. Then explain how you have inferred the meaning of the words. If you have made wrong inferences, explain why you have got them wrong.

▶After reading

① The statements in the table below are taken from the text you have read. Think about the inference(s) that can be made from each of them and write them down in the table.

Statements from the text	Possible inferences
Throwing rockets at comets is like greeting a stranger by shooting first and asking questions later. § 2	
You would be justifiably angry if, in order to learn about shorelines, some scientist decided to dig up your favourite beach, but you wouldn't object if the scientist took a few grains of sand to study. §3	
Fortunately, because we have knowledge about comets and space science, we will be able to survive. §6	

② *Read the coping box below and do the task that follows.*

Coping

Argumentative texts defend implicilty or explicitly ideas, or points of view. They have two **functions**: a **polemical function** (dismissing someone else's point of view) and a **persuasive function** (changing someone else's point of view).

Argumentative texts resort to **three categories of reasoning** : **deductive** reasoning (drawing conclusions each time you say something) **concessive** reasoning (making concessions to other people's arguments, the better to criticize them) and **reasoning by analogy** (making your arguments more concrete by comparing situations).

- **Task:** On the basis of the information provided in the coping box, discuss the following features of the article on pages 156,157 and 158.

A. Type of discourse B. Function C. Category of reasoning

▶Writing development

● Write a twenty-line draft newspaper article **refuting** the statement below. Use either **deductive** or **concessive** reasoning or both. Help yourself with the guidelines that follow and the useful language on the next page.

Statement

Some people think that the budget devoted to space exploration is wasted money.

① Study the notes in the outline below. Flesh it out by adding details of your own. Then write a first draft.

- ❑ **Introduction**

- ❑ **Arguments against space exploration.**
  - Space exploration is a wild dream.
  - Huge amounts of money are gone in smoke.
  - This money is needed to relieve poverty in the Third World.
  - Medical research should be encouraged instead.

- ❑ **Arguments in favour of space exploration**
  - Predicting earthquakes
  - Satellite communication
  - Weather forecasting
  - Solving environmental problems
  - Blood analysis ...

Conclusion

See: ● 'The Benefits of Space Exploration', p.260 and

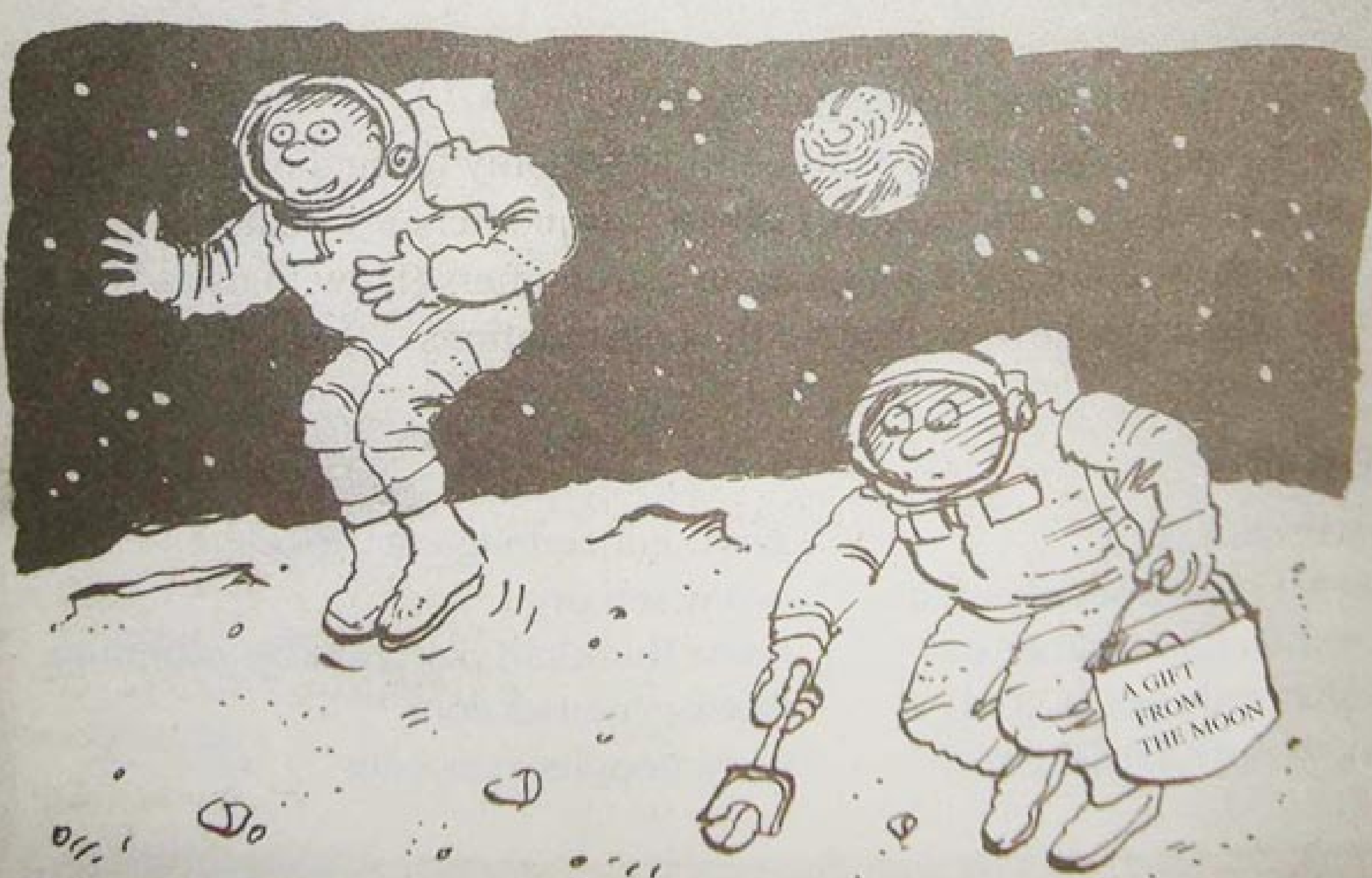
● 'Remote Sensing', pp.262-263 in **Resources Portfolio.**

Useful language

- ❑ Expressions for making **claims**: some people claim/assert/believe/state that…
- ❑ Adverbs, phrases and link words expressing **concession** : admittedly - certainly - though - although - in spite of the fact, despite the fact that, it is true that...., but... .
- ❑ Link words for making **deductions**: And so, thus, as a result, hence, then
- ❑ Expressions for putting forward **a point of view** : I would argue that, I believe…

②Correct your mistakes. Then exchange drafts with your partner for further error checking.

③Rewrite your article taking into account your partner's remarks.



Project outcome

Designing an astronomy booklet

Your booklet should include 3 to 4 of the following items:

- ❑ ID cards about two major planets in our solar system
- ❑ ID cards about two major moons in our solar system
- ❑ A short presentation of the history of space travel
- ❑ A short imaginary dialogue with a famous astronomer/space traveller
- ❑ A checklist of the effect of space travel and astronomy on human life (technology, change of mentality …)
- ❑ Pictures/drawings of pieces of equipment used in astronomy

Alternative projects

- A wallsheet about the solar system
- A poster about the evolution of astronomy throughout the ages
- A short sketchbook about major astronomers/astronauts
- A short guidebook for amateur astronomers (How to use a telescope, how to observe the constellations …)

Web sites

www.nasa.com
www.kidsastronomy.com
www.techno-science.net
www.earthgoogle.com
www.earth.satellite.map
www.educationplanet.com
www.seti.org
www.lburkhart.com/middle/astro.htlm
www.geocities.com
www.googlepages.com

Language assessment

① Show what you can really do with the language items checklisted in the learning log below by using them in illustrative sentences of your own.

I can __	very well	fairly well	not well
A. ask someone how something is used.			✓
B. tell someone about the function of an object using **used for** and **used to**.			
C. ask someone for information about the **dimensions**, **size**, **weight** of objects using **how** and adjectives related to measurement.			
D. ask someone for information about distance, speed, and the time of a journey using **how**.			
E. compare objects using the comparatives of long/ short adjectives and adverbs.			
F. compare and contrast things using link words: **like**, **unlike**, **while**, **whereas**, and **in contrast to**.			
G. make hypotheses and suppositions about imaginary situations using **if-conditional type 2** and **suppose**.			
H. use verbs (**belong**, **believe**, **think**...) with the present simple tense.			
I. agree /disagree with what someone has just said, using stative verbs with **so** and **not**.			
J. recognize the stress pattern of two-syllable verbs and pronounce them.			
K. recognize stress shift in words like **increase** (v) and **increase** (n).			

② Tick (✓) next to each item in the learning log above to indicate what you think is your level of performance for each item. Then hand a copy of the learning log with your examples on a separate sheet to your teacher.

Skills and strategy assessment

Take the test that your teacher will assign to you on one of the texts in the **Resources Portfolio** at the end of this book so as to check your progress in terms of skills and strategies.

▶ **A song**

ASTRONOMY DOMINE
by the PINK FLOYDS

Lime and limpid green,
A second scene
A fight between the blue
you once knew
Floating down the sound resounds
Around the icy waters underground
Jupiter and Saturn
Oberon Miranda and Titania
Neptune Titan
Stars can frighten...you

Blinding signs flap flicker flicker flicker
Blam pow pow
Stairway scare Dan Dare,who's there ?

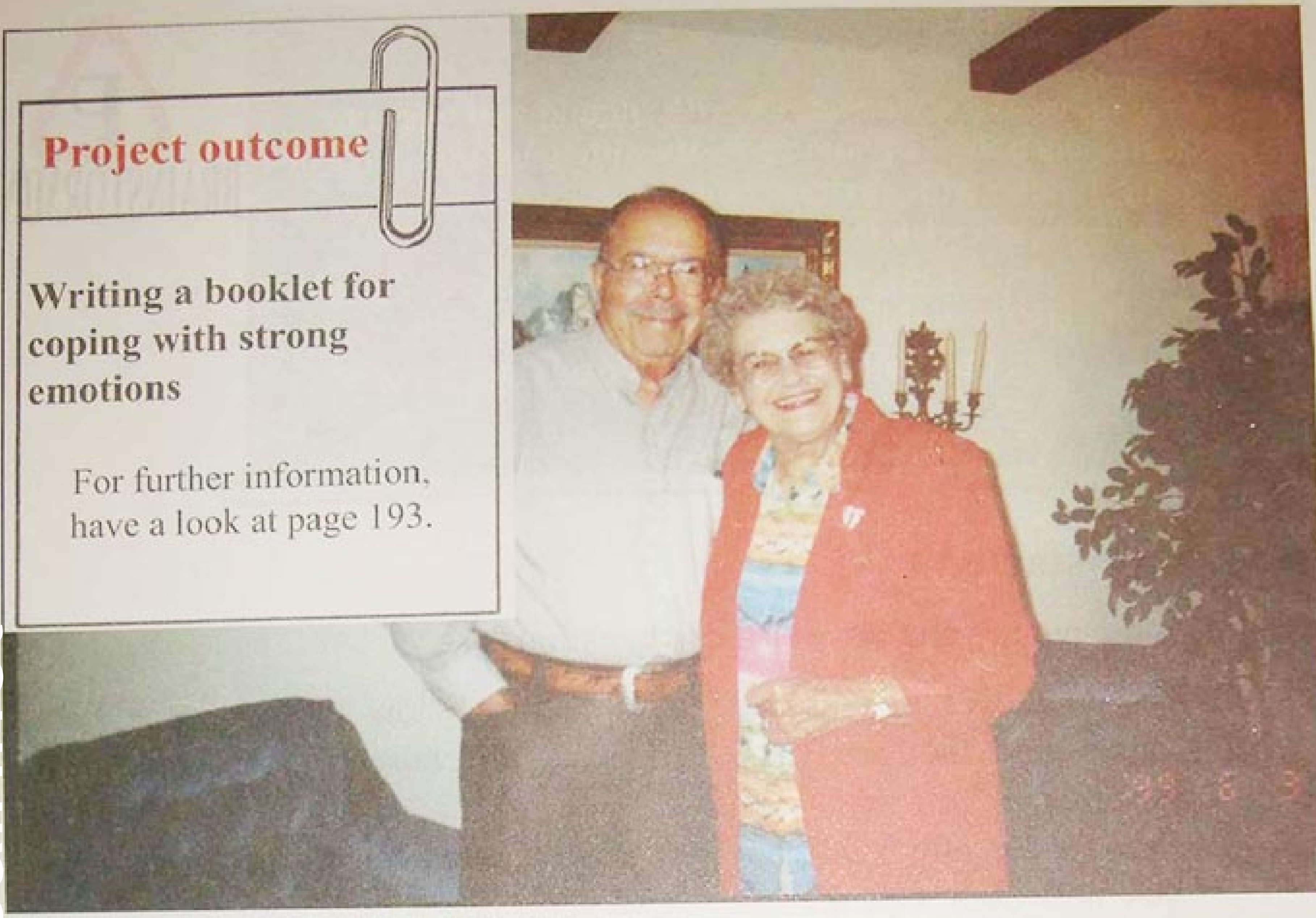
Lime and limpid green
The sound surrounds the icy waters under
Lime and limpid green
The sound surrounds the icy waters
Underground



Project outcome

Writing a booklet for coping with strong emotions

For further information, have a look at page 193.





Language outcomes

- Asking for and giving advice with <u>should</u> and <u>ought to</u>
- Expressing obligation and necessity with <u>must</u> and <u>have to</u>
- Using articles with abstract nouns
- Forming verbs with the suffix <u>-en</u>
- Forming <u>new adjectives</u> and <u>nouns</u> with the prefix <u>self-</u>
- Pronouncing initial letter <u>h</u> and the cluster <u>ngth</u>
- Pronouncing the weak form of <u>of</u> in <u>proud of</u>, <u>made of</u> ...

P

BRAINSTORMING

▶ Getting started

- Look at the picture and answer these questions:

1. Do you know the comedians in the picture below ? If yes, name them.
2. Do you think they are funny ? If yes, is it because of their comic gestures or their verbal jokes ?
3. What is comedy ? Do you think that comedy teaches us lessons ? If yes, how does it do that ?
4. In what ways are performances by foreign comedians similar to or different from those by Algerian comedians ?
5. Are there any situations you don't like laughing at? Why ?



▶ Let's hear it

① Statements A-E are not in the order in which they occur in an interview. Listen to the interview and re-order them. Write letters A-E in the boxes.

Order	1	2	3	4	5
Jumbled statements					

A. Humour is recommended because of its good effects on our health and social behaviour.

B. Comedy teaches us moral laws.

C. Humour is closely linked with national characteristics.

D. It is advisable to avoid 'sick humour'.

E. It's up to us to avoid watching comedies which contain 'sick humour'.

② Compare your answers to task 1 above with your partner. Then discuss the opinions expressed in the statements. Say whether you agree or disagree with them.

Around the text

Grammar Explorer I: Revision

*Fill in each blank in the text below with the **definite**, the **indefinite**, or the **zero** article. Then explain to the class why you have used the articles.*

__(1) sense of humour is __ (2) ability to see __ (3) funny side of __ (4) life. __ (5) people who have__ (6) sense of humour are less likely to develop __ (7) illnesses than those who don't. __ (8) British are said to have __ (9) dry sense of humour. They can keep __ (10) straight face (=not smile) and let their voice sound as though they were being serious when they joke. As for__ (11) American humour it is usually more direct. All in all __ (12) individual's sense of humour is influenced by many things, including his or her family environment.

See Grammar Reference pp. 211-212.

Grammar Explorer II

① Consider sentences A-E below and discuss the meaning(s) that each of the **modals** in bold type conveys.

A. Comedy teaches us moral laws , i.e. what we **must** and **mustn't** do in society.

B. Just as people **have to** get their cup of tea in the morning or in the afternoon, so they also **have to** get a hearty laughter at least once a day.

C. Just as we **don't have** to eat unhealthy food, so we **don't have to** join in a laugh if we know that it can make us fall sick.

D. Some health specialists say that we **should** have a laugh from time to time.

E. We **ought to** be more careful about the type of humour we induldge in.

② With your partner, prepare a short dialogue between a school psychologist and a student. Ask for and give advice using appropriate modals. Help yourself with the keys to happiness below.

Start like this:

Student: Doctor, I'm a bit stressed these days What should/shall I do?

Psychologist : ______________________________

Keys to happiness

1. Savour a moment. Live in the present and treasure the satisfaction of helping a friend, the pleasure of a good book, or a good laugh with the loved ones.

2. Take control of your time. Happy people set themselves big goals, then break them into daily duties.

3. Be positive. Evidence shows that negative emotions take their toll on us while positive ones boost the body's healing process. Happy people take steps to keep their negative emotions in check.

4. Give priority to close relationships. People with close friends cope better with stress.

5. Act happy. Experiments show that people who put on a happy face really do feel better. It seems that the facial muscles we use to smile widely trigger happy feelings in the brain.

6. Don't vegetate. Don't engage in self-absorbed idleness, or put yourself in front of the TV. Get involved in little jobs and do physical exercise to keep fit.

(From the ***Reader's Digest***, December 1997, p. 97)

Vocabulary Explorer

① Consider the list of words in the box below. Write them in the table that follows.

> fun – stress – tragedy – humour – self-centred – self-satisfaction
> sickness – happy – help – joy – comedy – thought – optimism – worry

Positive		Negative	
Noun	Adjective	Noun	Adjective

② Derive **adjectives** from all the **nouns** in the table you have filled in task 1 above. Add a suffix when necessary.

③ Look at the tips below. Then do the task that follows.

TIPS

In English, we can form **verbs** by adding suffix **–en** to some adjectives.
E.g. His face **brightened** up when he heard the good news.
The verb **brighten** is formed with the adjective **bright** and suffix **–en**.

- **Task:** Turn the adjectives written in bold type in the text below into **verbs** by adding suffix **-en**. Then rewrite the text using the verbs. Make the necessary changes.

Humour makes our minds **broader** because it allows us to see the funny side of life. Moreover, it can make our emotional lives **deeper** and **wider** since it develops in us that capacity to laugh at ourselves. Without it, our life expectancy would be **shorter,** and our prospects would be **darker.** More importantly, while hardship makes our lives **rough**, humour makes them **softer**.

④ Have a look at the tips below. Then do the task that follows.

TIPS

We can form new adjectives and nouns by adding **prefix self-** to some **nouns** and **adjectives**.

E.g. Some people are **self-centred**.

The adjective **self-centred** is made of prefix **self-** and the adjective **centred**.

The prefix **self-** replaces **myself, yourself, himself, herself, itself, ourselves, yourselves** and **themselves.** Hence, we can rewrite the example above as follows : Some people are centred on **themselves**.

●**Task:** Form new adjectives and nouns by adding the prefix **self-** to the words in the box. Then arrange them in the table that follows and discuss their meanings.

help - educated - satisfied - reliant - made - effacing- confident - reliance - confidence - discipline - supporting - esteem - conscious - defence - denial - pity - sacrifice - interest - control - deception - assertive - assured - fulfilling - possessed

Positive		Negative	
Noun	Adjective	Noun	Adjective

⑤ Fill in the blanks in the text below with words drawn from the table you have filled in the task above.

My grandfather is my greatest hero. He is a __(1) man. He has never studied at Harvard or at Oxford University. He is intelligent, but he never shows off because he is (2) __. He keeps his __(3) even in the worst situations. __(4) is so important to him that he asks for help only when he badly needs it. He always says that unless you have __(5) and __(6) , people will show you no respect and you will go down in people's esteem. His sense of __(7) has no parallel. He always thinks about others.

Pronunciation and spelling

① Read the dialogue below very quickly and pick out the words starting with **h**. Classify them in the **table** that follows.

Henry : Tell me Sofiane, what are your favourite TV heroes and heroines ?

Sofiane : Well, my favourite TV heroes and heroines are definitely those who are honourable, honest, and have a **sense of** humour.

Henry : Why do you prefer these ?

Sofiane: How shall I put it? This **sort of heroes** and heroines **strengthen** our character through the humanity and honesty they show. And furthermore, they **lengthen** our lives with their humour.

Henry : What about yours, Lamia ?

Lamia : To tell you the truth, the best TV heroes and heroines are those who make us **proud of** the **history of** our homeland, and those who reveal to us the **kind of** feelings the human heart is **made of**.

Sound /h/ in accented words and initial position (sounded)	Sound /h/ in unaccented words (silent)
E. g. his /hɪz/	E. g. hour /ˈaʊə/

② Listen to your teacher reading the dialogue and check your answers to task 1 above.

③ Listen again to your teacher and note how the cluster of **ngth** in **strengthen** and **lengthen** is pronounced. Do you notice any difference in the spelling and pronunciation of the cluster **ngth** ? Add three words with the same cluster to the list.

④ Now listen to your teacher and note how the preposition **of** is pronounced in each of the pairs of words in bold type in the dialogue above. Then act out the dialogue with your partner (books closed).

➤Think, pair, share◀

① Suppose you were an 'agony aunt' keeping an advice column in a magazine for teenagers. Use the plan below to reply to this letter:

> *Dear Aunt Hillary,*
>
> *I'm a secondary school student revising for my final examination. Usually, I'm quite a cheerful person, but now I feel like an underdog. I run away from the company of my friends and I have become a very irritable person. I wake up weeping at night and I no longer enjoy the simple pleasures of life as I used to. Please, tell me what I should do.*
>
> *Miserable*

Plan

- A short paragraph expressing sympathy/reassurance to *Miserable*
  E.g. I'm sorry to hear that ___ / I wouldn't worry if I were you because ___
  It's only natural that ___
- A short paragraph analysing the problem that *Miserable* has exposed to you
  E.g.You are probably working too hard. ____
- A short paragraph giving advice/recommendations
  E.g.You should/should not/ ought to/ ought not to ____

② Correct your mistakes.Then Exchange drafts with your partner for further error checking.

③ Write a revised version of your letter taking into account your partner's remarks. Make sure you use appropriate link words in order to ensure coherence.

④ Now read aloud the revised version of your letter of advice paying attention to your intonation and the pronunciation of the modals.

Language outcomes

- Expressing likes and dislikes with like/dislike+verb+ing...
- Expressing preferences with rather and better
- Using reciprocal pronouns each other and one another
- Expressing quantity : a lot of, a great deal of, few, etc.
- Recognizing and using suffixes -ness, -ful , -ous and -ic
- Identifying and correcting spelling errors
- Pronouncing final -ed
- Writing a newspaper article about feelings

P

FACT FINDING

▶ Getting started

- Look at the picture below and answer these questions.

1. What is the lady doing ?
2. Do you feel ashamed to cry or weep in public ?
3. Are you self-controlled or emotional ?
4. Do you think that being emotional is a sign of weakness ?
5. Do you feel embarrassed if you see someone crying in public ?
6. Is there a difference between **emotions** and **feelings** ?
   Compare them with **reason**.



▶ Taking a closer look

① Read the text about feelings below and answer these questions.

A. How many Americans believe that it is better to express feelings rather than hide them ?

B. What would they do rather than retain their tears ?

C.How much attention do the British pay to people who complain in public ?

D. What do British football players do when they score a goal ?

E. Which of the following terms best summarizes what the author says about British and American people: **extrovert**, **introvert**, **phlegmatic** ? Explain.

② Compare your answers to the questions above with those of your partner. Then discuss the question below with your classmates.

To what extent are Algerian attitudes to feelings similar to or different from the American and British attitudes as described in the text ?

Feelings

British and American people are similar in many ways, but in expressing feelings they haven't much in common. Nearly all Americans believe that it is better to share what they think or feel than hide it. A great many of them expect their relatives and friends to say, " I love you", "I care for you", or "I'm glad to have a friend like you". Almost all of them enjoy talking about their own experiences, and a few of them will go so far as to share ideas with foreign visitors the first time they come into contact with them. When some of them are upset they prefer to cry rather than retain their tears. Few Americans consider it bad to show anger in public. The great majority of them would rather let all of it out and say what they feel than bottle it up inside and make matters worse. (**§1**)

In contrast to this is the traditional British reserve, a national tendency to avoid showing strong emotion of any kind. The British like to keep a stiff upper lip. In other words, they don't like showing or talking about their feelings. They rather prefer hiding them because people who reveal their emotions are thought to be weak and bad-mannered. For example, showing anger in public is considered to be a sign

/ˈpi:pl/
/ˈfi:lɪŋz/
/bɪˈlɪ:v/
/ˈrelətɪvz/
/ɪkˈspɪrɪənsɪz/
/ˈfɒrən/
/ˌʌpˈset/
/məˈdʒɒrətɪ/
/trəˈdɪʃənl/
/ɪˈməʊʃn/
/ˈtɔ:kɪŋ/
/ˈhaɪdɪŋ/
/θɔ:t/
/ˈæŋgə/

that the person hasn't much character. So few British people would dare vent even a little anger in public places. They give little attention to people who complain in public e.g., about being kept waiting in a traffic jam or in a restaurant. They may pretend not to hear them in order to avoid getting involved. (§2)

This attitude is far less common today than it used to be, but a lot of British people, especially among the elderly, still take a great deal of trouble to appear strong. Most British men and women are still embarrassed to be seen crying in public. People are also embarrassed when they see somebody crying, and do not know whether it is better to pretend they have not noticed or to try and comfort them. Women are more likely to respond than men and will put their arm round the person or touch their shoulder. (§3)

Many British youths now show feelings of affection in public. Women sometimes kiss each other on the cheek as a greeting and people may greet or say goodbye to each other with a hug. Lovers hold hands in public and sometimes embrace and kiss each other, but many elderly people do not like to see this. However, when British people are part of a crowd they are less worried about expressing their emotions. Football crowds sing and cheer when their side scores a goal. Players now hug one another when they score. Even cricket supporters, who had a reputation for being much quieter, enjoy cheering as well as giving the traditional polite applause. (§4)

/ˈkærəktə/
/ˈpʌblɪk/
/kəmˈpleɪn/
/əˈvɔɪd/
/ˈætɪtju:d/
/ɪˈspeʃəlɪ/
/ɪmˈbærəst/
/nəʊ/
/ˈkʌmfət/
/ˈʃəʊldə/
/ju:θs/
/ˈwɪmɪn/
/ɪmˈbreɪs/
/kraʊd/
/səˈpɔ:təz/
/əˈplɔ:z/

(From The *Oxford Guide to British and American Culture*, p.192)

Around the text

Grammar Explorer 1

① Pick out from the text above all the sentences which express **likes, dislikes** and **preferences.** Write them in the table on the next page. Then answer questions A-D that follow.

Likes and dislikes	Preferences

A.What form are the verbs which follow the verbs expressing **likes, dislikes** and **preferences** ?
B.Which verbs are followed by a gerund **only** ?
C.Which verbs are followed by **either** a gerund or an infinitive ?
D.What form are the verbs which follow **rather** and **it is better** ?

See Grammar Reference pp. 219 - 224.

② With your partner, prepare a short dialogue asking and answering questions about likes and dislikes. E.g.

You: By the way Rashid, what do you like doing in your spare time ?
Your partner: Well, I like watching films.
You: Do you like watching horror films ?
Your partner: No, I don't. I prefer watching comic films. They make me feel cheerful.
You: Shall we go and see a Woody Allen film then ?
Your partner : No, I'd rather stay at home and watch Fellag or Mr Bean on TV.

Useful language

- Make me feel happy/relaxed/amused/cheerful...
- Make me feel like dancing/ singing…
- Make me feel sad/lonely/irritated/nervous/like...
- Make me feel like screaming/ crying…

③ Act out the dialogue you have prepared in task 2 above . First, make sure that it is grammatically correct.

Grammar Explorer II

① Pick out from the text the sentences which contain **each other** and **one another**. Then consider their use and answer questions A-D that follow on the next page.

A. What part of speech are **each other** and **one another** ? Are they **adjectives, pronouns, verbs**, or **adverbs** ? Justify your answers.
B. What type of relationship do they express ? Is it reciprocity, reflexivity, or pronominality ? Look up the meaning of these words in the dictionary.
C. Why is **one another** used in preference to **each other** in one of the sentences ?
D. Try to rewrite the sentences without using **each other** and **one another**. What do you notice ?

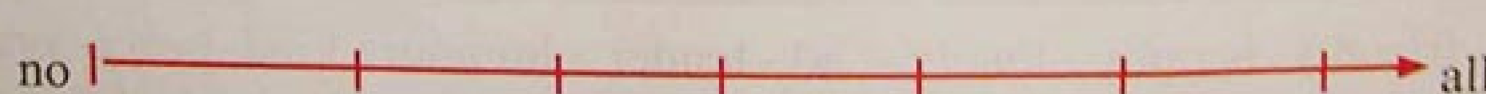
② Fill in the blanks in the text below with **each other** or **one another**.

Rashid and Karim are really good friends. They help __(1) in hard times. They never laugh at __(2) when they say embarassing things, or look awkward. They invite __(3) to a restaurant on special occasions. Smail, Karima and Sabrina are also good friends, but they show their friendship in a different way. They have known __(4) for years . They always comfort __(5) when they feel low. They never criticize __(6).

Grammar Explorer III: Revision

① Pick out from the text the sentences that contain quantifiers. Then answer the following questions .

A.Which quantifiers are used with countable nouns only ?
B.Which quantifiers are used with uncountable nouns only ?
C.Which quantifiers are used with both countable and uncountable nouns ?
D.Which **two** quantifiers do we usually use to ask questions ?
E. Arrange the quantifiers in two lists, a list of quantifiers going with countable nouns and another list of quantifiers going with uncountable nouns. Rank them on the line below. E.g.



See Grammar Reference pp. 216-217.

② Fill in the blanks in the text below with appropriate quantifiers from Grammar Explorer III. Sometimes there is more than one possibility.

Anger has __(1) sources. It is often the result of __(2) other remote emotions like fear, guilt, or relief. Indeed, __(3) stress or __(4) trouble after a hard day's work at school can cause anger to flare up once you are back home. __(5) of us if not __(6) of us can't keep cool because anger is often a way to deal with other problems. The __(7) of us who really manage to keep cool are those who are lucky enough to have inherited 'cool' genes and to have been brought up in a calm and serene environment. __(8) researchers think that too __(9) anger is as bad to our health as too __(10) of it. Recent studies show that women who constantly suppress their anger have a higher rate of mortality than those who don't. Another study shows that the ideal way to deal with anger is to turn it into love through that mysterious art of living called humour.

Vocabulary Explorer

① Guess the meaning of phrases A-E below from the context of the text you have read. Write a definition for each of them. Then use them in illustrative sentences of your own.

A. let all of it out (§1) = B. bottle it up (§1)= C. keep a stiff upper lip (§2) =
D. vent even a little anger (§2) = E. avoid getting involved (§2) =

② Have a look at the tip box below. Then do the task that follows .

TIPS

Suffixes such as **-ic**, **-ous**, **-ly**, **-ness**, **-less**, **-ful**, **-y**, **-ity**, **-ish**, etc. indicate the category of the word (noun, adjective and adverb). It is important to know these suffixes because they can help you guess the meaning of difficult words.

● **Task:** Go through the words in the box below and add suffixes to the words which can carry one. Then classify them in the table below. What do you notice ?

bitter - friendly- happily - lonely - sad - tender - humour - kind -peace- grace - generous - courageous - self - pessimist - chauvinist - enthusiast - faith

adjectives	adverbs	nouns

Pronunciation and spelling

① Read Princess Diana's life story very quickly and classify the verbs in bold type in the table below according to the pronunciation of the **-ed** ending.

/d/	/ɪd/	/t/



Diana Frances Spencer was born in 1961. Diana **married** Prince Charles at St Paul's Cathedral, London in 1981. For two or three years, her life **looked** like a fairy tale. The British citizens **admired** her. They never **missed** her appearance in official parades or on TV. However, in 1992 she **separated** from Charles and **devoted** her life to helping charities. Four years later, the royal couple **divorced** and Diana's official title was **changed** to Diana the Princess of Wales. Though she **loved** her two sons William and Harry very much, she **preferred** leaving them under the charge of their father.

Following her divorce, Diana **resigned** as the patron of many British and Commonwealth charities and **reduced** her workload to just six charities of her choice. Diana became deeply **committed** to the anti-landmine compaign. She **succeeded** in rallying public opinion against landmines worldwide.

Diana **died** in a car crash in Paris on 31 August 1997 together with her companion, Dodi Fayed, and their chauffeur. The accident **happened** as their car was being **pursued** by paparazzi photographers on motorcycles. Her violent and tragic death **shocked** the British nation and **caused** the introduction of tougher privacy laws.

Diana's funeral **proved** to be the biggest British **televised** event in history. A record 31.5 million people – three quarters of British adults – **watched** the ceremony. The BBC's coverage of the funeral was broadcast in 185 countries. In 1999 the official investigation into the crash **concluded** that no one **involved** should face criminal charges. But the controversy over her death still goes on: a lot of people think that she was **assassinated**.

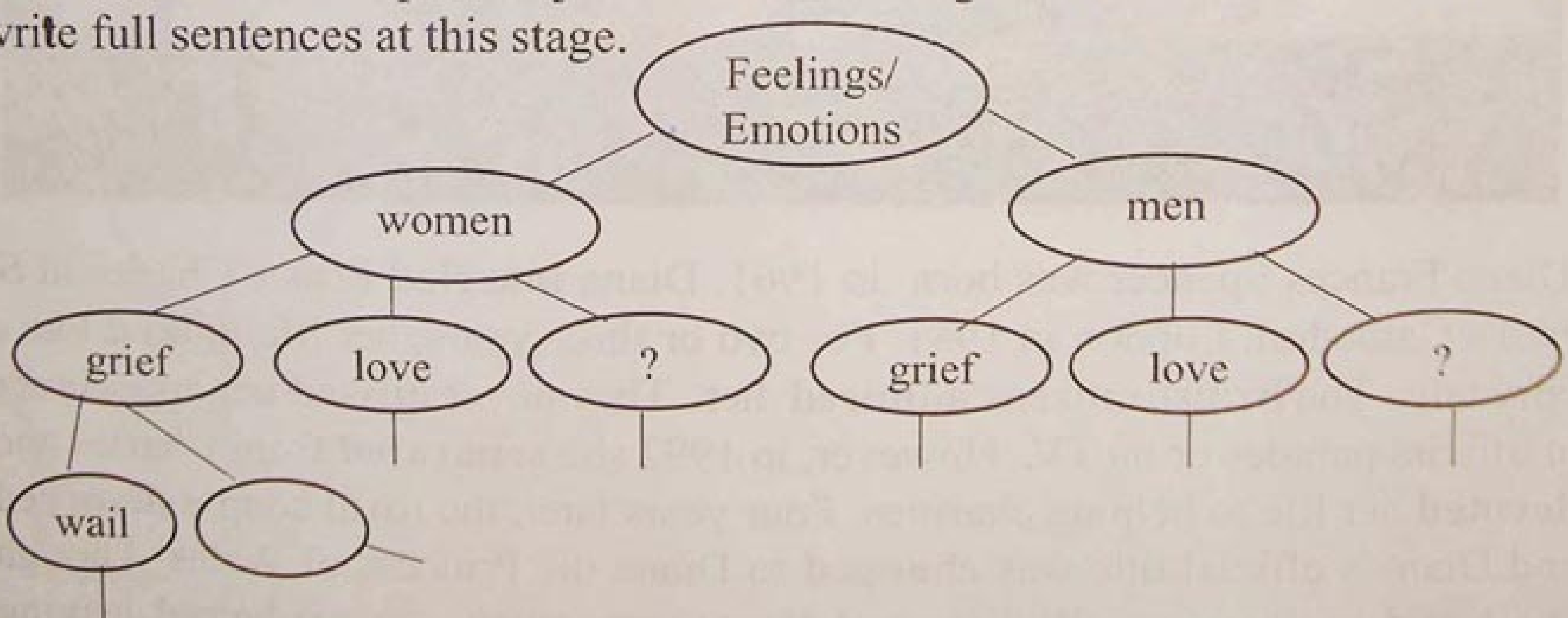
② The teacher will read the story for you in order to check your answers to task 1 on the previous page. Then tell your own version of Diana's life story using as many verbs with an **–ed** ending as possible.

See Grammar Reference pp. 236-237.

➤Think, pair, share ◄

● Write a short newspaper article describing the **feelings and emotions expected from Algerian women and men in various situations**. Follow the procedure below.

① Think about the topic and jot down ideas using the network tree below. Don't write full sentences at this stage.



② Compare your network with that of your partner. See if there are ideas that you can exchange with her/him . Then develop the ideas in your network into a short article using the text entitled **Feelings** as a model.

③ Review your article for mistakes. Then read it to your classmates.

▶ Idiomatic expressions

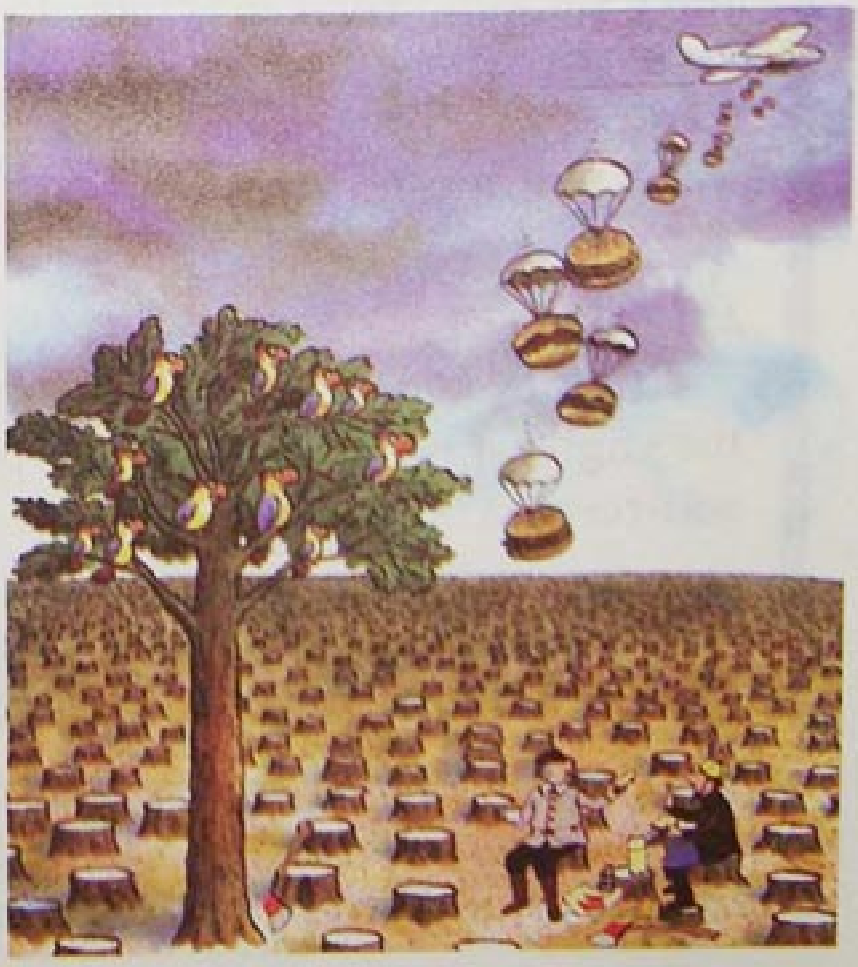
① Match the idiomatic expressions on the right with the feelings on the left.

1. Love	A. bottle up - flare up- keep a cool head
2. Sadness	B. be a woman/ a man of his/her dreams - have a soft spot for - fall in love with someone
3. Anger	C. get up my nose - get on my nerves -get my back up
4. Happiness	D. be on top of the world/on cloud nine/over the moon
5. Dislike	E. frighten the life out of sb - shake in one's shoes - scare sb out of his wits/ jump out of one's skin
6. Fear	F. be down in the dumps/down in the mouth/feel small/feel weary

② Compare your answers to task 1 above with those of your partner. Then explain what each of the idiomatic expressions means giving equivalents in your language if you can. Use three of them in sentences of your own.

▶ Cartoon

Study the cartoon below. Transform the funny situation it illustrates into a joke. The caption of the cartoon below will be your punchline. A punchline is the last line that makes a joke funny.



"No thanks, I'm a vegetarian, I don't believe in killing animals."

P ORGANISING

Designing an FAQ web page.

① An **FAQ** is a web page that includes questions frequently asked about the web site content. Use some of the terms in the checklist below to create your own FAQ web page.

- love (for one's country/ family/ job ...)
- friendship • selfishness • hatred • anger • dislike
- honesty • generosity • kindness • jealousy • heroism • patriotism

Suggested model

FAQ

Q
What is courage for you ?

A
For me, courage is not killing Indians as John Wayne does in cowboy films. It means helping people in difficulty like, for example, jumping into a flooding river in winter to save a child calling for help....

Q
What is pride ?

A
Pride does not consist in showing off, boasting and swaggering at the slightest occasion. For me, pride is basically a sense of dignity and self-respect. ...

② Bring a print-out of your FAQ web page for class presentation. Hold a panel discussion about the various definitions of the terms and decide which ones deserve to be included in a classroom wallsheet.

Skills and strategies outcomes
- Recognizing the structure of a lecture
- Predicting the sequencing of ideas
- Using link words such as first, then...
- Listening for gist
- Making inferences
- Recognizing conclusions
- Responding to a text
- Writing a coherent formal speech

P ASSESSING

▶ Before listening

- Discuss the questions below.

Here are some words that indicate degrees of friendship in English culture. Look them up in the dictionary. Then answer the questions that follow.

⊖ ——————————————————→ ⊕

Stranger – acquaintance – good friend – close friend – best/ closest friend

A. Are the degrees of friendship in English culture the same as those in your culture ? Are there any equivalents for the words above in your language ?

B. It is often said that ' A friend in need is a friend indeed'. To what extent is this true for you ? Why ?

C. Do you make friends easily or with difficulty ? Why ?

D. What qualities do you expect to find in your friends ?

E. Have you ever fallen out with a friend ? Why ?

F. With which of the persons in the pictures would you make friends ? Why ?


①


②


③


④

▶ As you listen

① Listen to a lecture about friendship and order the notes A-D below as they occur in the lecture. Write numbers 1-4 in the boxes.

A		How to make friends
B		Characteristics of likeable people
C		Friends and acquaintances
D		Difference between friends and acquaintances

② Listen again and check your answers to task 1 above with your classmates. Then discuss the following questions.

A. Which link words does the lecturer use to structure the introduction ? Name them.

B. What do the link words you have identified indicate ?

C. Restore the introduction using the link words and the notes in task 1 above. Start like this : *Today, I'm going to talk about* ______

D. What do you think the lecturer will talk about next ?

③ Match statements 1-6 with the definitions/explanations A-F.

Statements

I'm ___

1. independent.
2. positive.
3. honest and reliable.
4. considerate.
5. available.
6. supportive.

Definitions/explanations

This means that ___

A. people can trust me.

B. I don't rely on other people to help me all the time.

C. I am always ready to help when a friend needs me.

D. I have an optimistic attitude to life.

E. I help people rather than criticize them.

F. I think about the feelings of other people.

④ Listen to the last part of the lecture and check your answers to task 3 above.

⑤ **Summaries** A-C below are some of the possible **inferences** that can be drawn from the last part of the lecture about friendship. Study them closely. Then listen to the lecture again and choose the best summary. Justify your choice.

A. A recent analysis shows that people who do not have affinities can't become friends. The reason for this is that everyone is attracted to a person that resembles him/her most.

B. The best way to make friends is to change your behaviour in order to become more likeable. To do this, you have to do some self-analysis.

C. You can't change your behaviour – just be yourself. Analysis proves that making friends is natural. Friends should like you for what you are and not for what you look like.

▶After listening

① Compare your answers to task 5 above with those of your partner. Then discuss the following questions.

A. Do you notice any difference between the actual words and the inference you have made ?

B. What values does the author associate with friendship ? (Go back to task 3 on the previous page for help.)

C. Do you agree with the author's opinion about the ideal way of making friends? Why, or why not ?

② Have a look at the coping box below. Then do the task that follows.

Coping

The organisational patterns of talks/texts are sometimes not signalled by the use of link words. In these cases, you must reason logically to understand the organisational pattern used by the author. This means finding the relationship in meaning between the sentences and the paragraphs of the text.

● **Task:** The paragraphs on the next page are not in order. Re-order them to get a coherent public statement. One of them is irrelevant. Write letters (A-F) in the white boxes in the diagram representing the structure of the public statement.

Introduction ______________________________
______________________________________.

§1 ______________________________
______________________________________.

§2 ______________________________
______________________________________.

§3 ______________________________
______________________________________.

Conclusion ______________________________
______________________________________.

STRUCTURE OF THE PUBLIC STATEMENT

What I have lived for.

I have searched for knowledge with equal passion. I have wished to understand the hearts of men. I have wished to know why the stars shine. And I have tried to understand how mathematics can help us understand how nature works. A little of this, but not much, I have achieved. (§A)

Three passions, simple but very strong, have governed my life : the longing for love, the search for knowledge, and an unbearable pity for the suffering of mankind. (§B)

Love and knowledge, as far as they were possible, led upward towards the heavens. But pity always brought me back to earth. Echoes of cries of pain reverberate in my heart. Children in famine, victims tortured by oppressors, helpless old people who are hated by their children, and the whole world of loneliness, poverty, and pain make a mockery of what life should be. I wish I could cure evil, but I cannot, and I too suffer. (§C)

I have responded with pride to the national anthem of my country. I have to say that almost in spite of myself, I have always wanted to stand up and sing it out as loud as possible. (§D)

This has been my life. I have found it worth living, and would gladly live it again if the chance were offered me. (§E)

I have sought for love. I have sought for it because it brings happiness – happiness so great that I would often have sacrificed all the rest of life for a few hours of this joy. I have searched for it because it helps me not to feel alone. I have searched for it because in the union of love, I have seen the vision of the heavens that saints and poets have imagined. That is why I have longed for love, and though it may seem too good for human life, this is what – at last – I have found in love. (§F)

(**Bertrand Russell** , 1872- 1970)

③ Compare your answers to task 2 on the previous page with those of your partner. Then discuss the following questions.

A. Which lexical indications in the paragraphs have helped you to identify the introduction ?

B. How did you know which part of the public statement was irrelevant ?

C. Does the introduction help you in any way to identify the structure of the public statement as a whole ? Explain.

D. Apart from the introduction, the organisational pattern of the statement is not signalled by the use of link words. What link words can you add to make the meaning structure of the rest of the public statement more explicit to the listener/reader ?

▶ Saying it in writing

Imagine you are the chairman of a young people's fair play association. You have being asked to make a speech about the need to eradicate violence in sports. Develop the statement in italics into a public address (i.e. formal speech) using the guidelines that follow.

There are ______ kinds of violence that should never be tolerated on our sports grounds. These are: ______________________________

① Freewrite about the topic (i.e. write without any worry about mistakes) in order to generate ideas for about 10 minutes. Stay focused on the act of writing and on the topic until the time is up.

Freewriting

E.g. *Throwing bottles on a football pitch...Respect due to fellow-players... Responsible behaviour on the part of the youth...*

② Once the time is up, read through your freewriting and dig out/select the ideas that are relevant to your writing situation as indicated in the freewriting in italics above. Then write a first draft of your public address.

③ Revise your draft. Pay attention to punctuation, grammar and spelling. Make sure that your public address is coherent (an idea per paragraph, transitions, ...)

④ Read aloud your speech to your classmates. Revise it for a second time if necessary and hand it to your teacher.

Skills and strategies outcomes

- Predicting text content from the introduction and the conclusion
- Making inferences
- Distinguishing between facts and opinions
- Demonstrating criticial thinking and judgement
- Responding to a text (seeking support and feedback)
- Discussing the organisational pattern of a text
- Writing a book/film review article

P
WRITING UP

▶ Before reading

● Answer the questions below.

1. Of the beasts listed in the box below which ones are real, and which are mythical ?

horse, dragon, ogre, cow, unicorn, sheep, Loch Ness monster

2. In what type of stories do we generally find the mythical beasts represented in pictures 1 and 2 below ? Name some of them.

3. Do you like reading these stories ? Why or why not ?





▶ As you read

● Have a look at the coping box below. Then read the story about **The Unicorn in the Garden** and answer questions A-G below.

Coping

We have two types of comprehension questions: reference questions and inference questions. In **reference** questions, the answers are explicitly stated in the text whereas in **inference** questions, the answers are not directly stated. We must infer/deduce them from the facts and the reasoning developed in the text. To answer inference questions, we should, therefore, learn to compare, analyse, interpret the facts while reasoning, very often in the light of our own experience of life. We should learn to 'read between the lines'.

A. What happened when the man was having breakfast ?
B. Are the husband and wife in love with each other ? Justify your answer.
C. What does the husband mean when he says : " We'll see about that ?"
D. Whom did the wife phone in order to have her husband put in a mental institution ?
E. What did the policemen and the pyschiatrist do when they arrived ?
F. Why did the pychiatrist and the policemen look at the wife with great interest ?
G. What moral can you draw from the story ?

The Unicorn in the Garden

Once upon a sunny morning, a man who sat at his breakfast table looked from the window and saw a white unicorn with a golden horn quietly cropping the roses in the garden. The man went up to the bedroom where his wife was still asleep and awoke her. "There's a unicorn in the garden," he said, "eating roses." She opened one unfriendly eye and looked at him. "The unicorn is a mythical beast," she said, and turned her back on him. The man walked slowly downstairs and out into the garden. The unicorn was still there; he was now browsing among the tulips. "Here, unicorn," said the man, and he pulled up a lily and gave it to him. The unicorn ate it gravely. With a high heart, because there was a unicorn in his garden, the man went upstairs

/'mɔ:nɪŋ/
/'ju:nɪkɔ:n/
/ə'wəʊk/
/'mɪθɪkl/
/wɔ:kt/
/'tju:lɪps/
/hɑ:t/

and roused his wife again. “The unicorn,” he said, “ ate a lily”. His wife sat up in bed and looked at him coldly. “You are crazy,” she said “and I am going to have you put in a mental institution.” The man, who had never liked the words “crazy” and “mental institution,” and who liked them even less on a shining morning when there was a unicorn in the garden, thought for a moment. “We’ll see about that,” he said. He walked over to the door. “He has a golden horn in the middle of his forehead,” he told her. Then he went back to the garden to watch the unicorn; but the unicorn had gone away. The man sat down among the roses and went to sleep. (§1)

/raʊzd/ /kəʊldlɪ/ /ˌɪnsˈtɪtjuːʃn/ /ʃaɪnɪŋ/ /ˈməʊmənt/ /ˈfɒrɪːd/ /wɒtʃ/ /əˈmʌŋ/

As soon as the husband had gone out of the house, the wife got up and dressed as fast as she could. She was very excited and there was a gloat in her eye. She telephoned the police and she telephoned a psychiatrist; she told them to hurry to her house and bring a straight-jacket. When the policemen and the psychiatrist arrived, they sat down in chairs and looked at her, with great interest. “My husband,” she said, “saw a unicorn this morning”. The policemen looked at the psychiatrist, and the psychiatrist looked at the policemen. “He told me he ate a lily,” she said. “He told me he had a golden horn in the middle of his forehead,” she said. At a solemn signal from the psychiatrist, the policemen leaped from their chairs and seized the wife. They had a hard time subduing her, for she put up a terrific struggle, but they finally subdued her. Just as they got her into the straight-jacket, the husband came back into the house. (§2)

/ˈhʌzbənd/ /pəˈlɪːs/ /saɪˈkaɪətrɪst/ /əˈraɪvd/ /təʊld/ /ˈsɒləm/ /səbˈdjuːɪŋ/ /ˈstreɪtdʒækɪt/

“Did you tell your wife you saw a unicorn?” asked the police. “Of course not,” said the husband. “The unicorn is a mythical beast.” “That’s all I wanted to know,” said the psychiatrist. “Take her away. I’m sorry, sir, but your wife is as crazy as a jaybird.” So they took her away, cursing, and screaming and shut her up in an institution. The husband lived happily ever after. (§3)

/waɪf/ /bɪːst/ /kɜːsɪŋ/

(Adapted from James Thurber, ***Fables of our Time***)

▶ After reading

① With your partner, compare your answers to the questions in the **As-you-read** rubric on the previous page. Then discuss the questions on the next page.

A. Which questions (in the **As-you read** rubric) are reference questions ? Why ?
B. Which questions are inference questions ? Why ?
C. Which type of questions are easier to answer ? Why ?
D. How did you proceed to find answers to the inference questions ?

② Have a look at the coping box below. Then discuss the questions that follow.

Coping

- ❑ Texts, especially literary texts, like the story you have just read, contain statements of facts and statements of opinion. E.g.
  Fact : James Thurber is a 20th-century American writer.
  Opinion : (He believes that) traditional fairy tales can be adapted to modern times.
- ❑ Opinions are often introduced by verbs such as **believe, think, suppose**, etc.
- ❑ Sometimes you have to work out/infer whether the statement is a fact or an opinion.
- ❑ After reading a text, you must also respond to it. Ask yourself some questions :
  - How are the opinions expressed in the text ?
  - Do I agree or disagree with them ? Why ?
  - Do I like this text or not ? Why ?
  - What lessons for life (if any) does the text contain ?

A. How does James Thurber begin and end his story ? What type of stories start and end like this ?
B. In what ways is this story different from fairy tales in characters, themes, language, etc. ?
C. Do you think the author prefers the husband to the wife ? Argue your point.
D. Do you agree with the author's opinion about modern tales ? Why (not) ?
E. Do you like this story ? What makes you smile or laugh ? Why ?
F. What adjectives would you associate with the mood of this story ? Tick (✓) in the relevant box.

tragic ❑ fantastic ❑ serious ❑ comic ❑ realistic ❑ hilarious ❑

③ Study the following interpretations of the story (that you have read above). Then choose the **one** you think is the best. Write 5 to 6 lines to justify your choice by giving evidence from the story.

Start like this:

In my opinion/ I think that/ ___. To begin with, ____

A. The man tricked his wife into believing he was insane.

B. The man was dreaming and sleepwalking. After he woke up he remembered nothing of what happened.

C. The wife was mad and imagined the whole incident.

D. The story is just a bad dream recounted by the wife to her husband.

▶ Writing development

● Write a review article of a film or a book of your choice. Ideally, it will be a recent comedy, tragedy, or love story. Your review should include the following :

① An introduction to tell your classmates about the theme and the storyline

E.g. • The book/film is about __________.

② A developing paragraph giving information about the characters, the setting, the action...

E.g. • It was written/directed/produced by _____.
- It is set in ________.
- The main characters are_____.
- The main actors are ________.

③ A paragraph giving your viewpoint about the film/book

E.g. • The story/acting/photography is __ excellent/not very good. Say why.

④ A paragraph to say what you liked and didn't like about it.

E.g. • The thing I liked best about it was _______.
- Another thing I really liked was _______ .
- The thing I didn't like much was _____ .

⑤ A conclusion to give recommendations/advice

E.g. • You should /shouldn't/ ought/oughn't to ______.

Project outcome

Writing a booklet of tips for coping with strong emotions

- ❑ Your booklet of tips will give advice on how to deal with strong feelings/ emotions : love, hate, anger, jealousy, etc.
- ❑ Your booklet should deal with at least three types of emotions.
- ❑ Before giving the tips, give a short description/ explanation of each of the emotions you have chosen to write about.
- ❑ Write a short comparison about how these emotions are expressed in different cultures. (E.g. in Algerian and English/American cultures)
- ❑ Illustrate the importance of these feelings by including a news item or a summary of a film/drama/novel that deals with them.
- ❑ Include proverbs, sayings and cartoons.

Alternative projects

- Writing a love poem or short story
- Writing a short collection of jokes based on strong emotions
- Making a sketchbook about major characters in love stories (E.g. Romeo and Juliet, Antar and Abla, Samson and Delilah, etc.)
- Adapting and acting out a scene or an act from a well-known play

Web sites

www.friendship.com www.kidsemotions.net www.humour.com
www.servingourworld www.cast.org www.healthscotland.com
www.strawberrynet.com

I. Language assessment

① Show what you really can do with the language items checklisted in the learning log below by using them in illustrative sentences of your own.

I can	very well	fairly well	not well
A. seek advice from someone using **should**/ and **ought to**.		✓	
B. give advice to someone using **should** and **ought to**.			
C. remind someone of his/her obligations using **must**.			
D. ask someone about what s/he **likes** and **hates** doing.			
E. talk and write about my likes and dislikes using verbs with the gerund and the infinitive.			
F. express preferences using **prefer**, **would rather**.			
G. describe what **love** and **friendship** mean to me using appropriate articles.			
H. use **each other** and **one another** in connected speech.			
I. express quantity using quantifiers: **many**, **a lot of**, **much**, **few**, **little**, etc.			
J. use prefix **self-** to form new adjectives and nouns.			
K. use suffixes **-ic**, **-ous**, etc. with nouns to form adjectives.			
L. use suffix **-ty**/**-ity** to form nouns.			
M. use suffix **-en** with adjectives to form verbs.			
N. pronounce final **-ed**.			
O. pronounce the weak form of **of** in phrases such as made **of**, proud **of**, etc.			
P. pronounce the cluster **ngth** in words such as **strengthen**.			

② Tick (✓) next to each item in the learning log above to indicate what you think is your own level of performance. Then hand a copy of the learning log with your examples on a separate sheet to your teacher.

II. Skills and strategies assessment

Take the test that your teacher will assign to you on one of the texts in the **Resources Portfolio** at the end of this book so as to check your progress in terms of skills and strategies.

▶ A song

Love is all



Everybody's got to live together
All the people got to understand
So, love your neighbour
Like you love your brother
Come on and join the band.

Well, all you need is love and understanding
Ring the bell and let the people know
We're happy and we're celebrating
Come on and let your feelings show.

Love is all, well love is all
Love is all, can't you hear the call
Oh, love is all you need
Love is all you need at the Butterfly Ball.

Ain't you happy that we're all together
At the Ball in nature's countryside
And although we're wearing different faces
Nobody wants to hide

Love is all and all is love and
It's easy, yes it's too easy
At the Butterfly Ball where love is all
And it's so easy.

All you need is love and understanding
Hey, ring the bell and let the people know
We're so happy and we're celebrating
Let your feelings show.

Love is all, yes love is all at the Butterfly Ball
Love is big, love is small
Love is free, love is all
At the Butterfly Ball

When your back's to the wall
When you're starting to fall
You got something to lean on
Love is everything
It can make you sing at the Butterfly Ball
Love is all, I say love is all, yes love is all
At the Butterfly Ball.

Roger Glover and Guests/ Butterfly Ball (1974)

Unit 1, Script 1: Listen and consider

First part of the radio interview

Dr. Victor Skipp, a historian, is answering questions about ancient civilizations during a radio broadcast.

Radio interviewer: I'll start with a tricky question, if you don't mind . How many civilizations has the world known so far ?

Dr. Skipp: Well, historians don't agree on the exact number. According to some of them, there have been 26 or 27 civilizations on the whole.

Radio interviewer : And which one is the world's earliest civilization ?

Dr. Skipp: The world's earliest civilization is probably the Sumerian civilization. It flourished on the banks of the Tigris and Euphrates rivers in Mesopotamia (present-day Iraq) about 5,500 years ago. As for the Egyptian civilization, it emerged about 5,000 years ago. It was based along the Nile Valley. Then came the Indus Valley civilization about 4,500 years ago, and the Chinese civilization along the lower valley of the Yellow River about 4,200 years ago.

Radio interviewer: What about what is known as Ancient Greek civilization ?

Dr. Skipp: Well, Ancient Greek civilization started in the Island of Crete some 4,000 years ago and then spread to mainland Greece where it flourished until approximately 150 B.C.

Radio interviewer: This was when the Romans took over, I suppose.

Dr Skipp: Right you are!

Radio interviewer: Now, what about the New World? Did any civilization emerge there?

Dr Skipp: Yes, of course. For instance, the Olmec civilization emerged in Central America; and so did the Chavin Civilization about 2,800 years ago, in Peru. That was much earlier than than the Maya, the Aztec and the Inca ones.

Second part of the radio interview

Radio Interviewer: Right. How can you explain that practically all of the civilizations you have mentioned developed around rivers ?

Dr. Skipp: That's a good point. If you allow me, I'll begin by defining what we exactly mean by civilization. I would say that civilization is 'the art of living in cities.' But before the first cities could be built, and with them the earliest

civilizations, people had to learn how to farm the land, tame wild animals, and live the simple life of a farming village. What I mean is that the foundations of civilization were first laid by farmers and craftsmen. And naturally, where could these farmers find a more fertile land to cultivate and sustain city life than on the banks of rivers like the Tigris , the Euphrates, or the Nile ?

Radio interviewer : And I suppose that it must have taken quite a long time for civilization to become 'visible' and develop on the banks of these rivers.

Dr. Skipp : That's right. Let's take the case of the Sumerian civilization. As you can imagine, hardly any rain fell in Mesopotamia even at that time. So away from the rivers the soil was too dry for farming. On the other hand, every year the rivers flooded, which meant that, close to them, most of the land was a permanent swamp. In some places there was too little water, in others too much. So if progress from village life to city life was to be made, the Sumerians had to control a great river. This they were able to do. First, they built huge banks on both sides of the Euphrates, so that even at flood time, it could be contained within its own bed. Then, they constructed an irrigation system constituted of canals, reservoirs and dams to control the distribution of water.

Radio Interviewer : I imagine that before the Sumerians were able to build their cities and develop their civilization, they had other difficulties to overcome.

Dr. Skipp : Certainly. For example the Sumerians had to import many raw materials necessary for civilized life because they were not available in Mesopotamia. They imported these raw materials from different localities of the world situated in Syria, Oman, Afghanistan, and even in Europe. The Sumerians had no money. But their farming was so efficient by this time that the land was producing far more than the inhabitants actually needed for themselves. So they used to barter their products, exchanging their own surplus of corn and dates, leather, wool, and pottery for the goods they needed.

Radio interviewer : I see. Another question, if you allow me.

Dr. Skipp. Please, go ahead.

Radio interviewer : Is there any explanation as to why ancient civilizations collapsed after having built imposing cities, fine palaces and temples ?

Dr. Skipp : Well, the explanation is simple. For the most part, progress from cave life to civilization had taken place in peaceful and settled conditions. But at one stage of Ancient History, these civilized countries were invaded and destroyed by less civilized ones in search of food. Often the cities were unable to protect themselves because they had internal problems, and their peoples had become too soft and easygoing as a result of their wealth and prosperity. The invaders, on the other hand, though they were less clever, were tough, vigorous and determined.

(Adapted from Victor Skipp, ***Out of the Ancient World***)

Now, I'm going to talk to you about the Phoenecians. Originally, these skilful sailors and traders, who brought us the alphabet, used to live in the desert, in what is known as Jordan today. But, in the course of time, they managed to win a home for themselves along the eastern shore of the Mediterranean. That was just to the north of Palestine, in a land which was known as Phoenicia and which is called Lebanon, nowadays.

In the desert, the Phoenicians led a nomadic life. When they arrived in Phoenecia, they adopted more settled ways and quickly became town-dwellers. But they remained wanderers at heart. Earlier, they had wandered endlessly over the sands on their camels. Now they took to ships and began to wander endlessly over the sea.

At first, it is true, they were much less famous as traders and seamen than Ancient Greeks. For quite a long time, they kept to the coasts and refused to sail out into the open Mediterranean. Down to about 1200 B.C, most of their trade was with Ancient Egypt, which they were able to reach by following their own shoreline southwards. But by 1000 B.C. they sailed from one end of the Mediterranean to the other, bartering their goods everywhere.

Commerce became the Phoenicians' life. So they didn't limit their trade to the " Great Green", I mean, the Mediterranean sea. Soon they sailed through the Straits of Gibraltar onto the Atlantic Ocean all the way to today's England.

When Phoenicians travelled over these vast areas, they didn't simply do business. They founded trading posts and cities like Carthage in Tunisia, and Icosium (Algiers) and Hippo (Annaba), in present-day Algeria. They also spread ideas and inventions. One invention which was of particular importance for human civilization, and which was spread by the Phoenecians, was alphabetic writing. The Phoenicians needed a practical system of writing to carry on their international trade, and an alphabet was the solution. Their alphabet was probably adapted from Egyptian hieroglyphics. The Phoenician alphabet was eventually adopted – and adapted – by the Greeks and later by the Romans. By the way, the Greek word ***byblos*** "book", was taken from **Biblos**, a Phoenician city which exported papyrus. Do you know how this city is called today ? ...

(Adapted from Victor Skipp, ***Out of the Ancient World***)

Unit 2, Script 1 : Listen and consider

Radio host: This is ***Talk of the Nation***. I'm Mohamed Berrashid welcoming you on the English service of your favourite radio. We're at 021455461. And in the studio with us now is Karim Bishi, Head of the Right-to-Know Association. Karim Bishi, how are you ?

Bishi : Fine. Thanks for asking.

Radio host : Can you tell us a bit about the purpose of your association ?

Bishi : Well, our association is basically an anti-corruption body. Its chief purpose is to make people aware of their right to know how public funds are spent.

Radio host : And how did the idea of creating such an association crop up ?

Bishi : It all started with last year's Transparency International Report. You know, the report published annually about the level of corruption in most countries of the world.

Radio host : Oh ! … Is there anything special in that report to make you think about creating such an association ?

Bishi : Well, yes. How shall I put it ? When friends of mine and I read that report, we realized that the least corrupted countries are those which have associations like our own. So I said to myself **it's high time** we organised ourselves into an association to fight corruption.

Radio host: So you think there are chances of winning the fight against corruption...?

Bishi : Yes. but **only if** we act swiftly and collectively. We will eradicate corruption **providing** we act now. And I must add that the chances of eradicating this corruption will increase as long as all countries are committed to fighting it. You see…

Radio host: Sorry to interrupt you, but **should** citizens be involved in this fight to stop corruption ?

Bishi : Now, if you ask me, I will say that corruption is not the affair of the Government only. So I think citizens **had better** stop shrugging their shoulders at bureaucratic abuse and waste. They **had better** not say that the fight against corruption is not their own business because it is….

Radio host : Any other idea to close this interview ?

Bishi : Well, I **wish** our fellow citizens **had heard** our call to fight anti-corruption earlier than now. I **wish** the present anti-corruption laws **were** tougher. And

above all I **wish** our government **would pass** a law giving citizens the right to know how public funds are spent, and the sooner the better !

Unit 2, script 2: Listening and speaking

Three business friends conversing over a cup of tea

Bob : So what do you think about the social responsibility of business, George ?

George : Well, in my opinion, the social responsibility of business is to increase its profits. By this I mean that companies must make as much money as possible because shareholders expect maximum return on their investments. Naturally, these companies must conform to the basic rules of society.

Bob : What do you mean by conforming to the basic rules of society ?

George : Well, how shall I put it ? Let's say there is a law requiring companies to reduce pollution to a certain amount. You see, as far as I'm concerned, companies must conform to that law, but they should not spend extra money on reducing pollution beyond the amount required by that law…

Bob : Right. I see that for you, George, the only ethical obligation of business is to act within the law and to make profits. Can you tell us what makes you hold such views ?

George : Look, Bob. I think that all companies should make profits. As the good old saying goes, 'business is business'. Any other ethical considerations are unbusinesslike, because they threaten the survival not only of individual corporations but also of capitalism as a whole.

Bob : Your reactions to George's opinion, Mark ?

Mark : I'm sorry, but I hold a completely different view about what the social responsibility of business should be. If you ask me, the business of a company is not only to do business as George here says. It has responsibilities to all its stakeholders. By this I mean its suppliers, its customers, its employees, the local community and society in general as well as its shareholders.

Bob : Sorry, I can't quite grasp what you're saying.

Mark : Well, let me give you an example to illustrate my point. Contrary to what George thinks, companies should not be interested in profits only. They ought to be managed for the benefit of all its stakeholders. As as shareholder myself, I prefer to receive lower profits but live in a society with less pollution or less unemployment and fewer social problems even if that means spending more money on social welfare and the environment than the amounts required by law.

Unit 3, script 1 : Listen and consider

A School Child's Parent in the Headmaster's Office

Headmaster: Good morning, Mr Harris. Do sit down. I understand you'd like to have a word with me about William.

Mr Harris: Yes, that's right, Headmaster. I felt I should see you as soon as possible before William does anything he'll regret.

Headmaster: Regret, Mr Harris ?

Harris: Well, you see, he's set his heart on becoming an artist, and my wife and I think he ought to take up something more secure. I mean even if he went to an Art School, there'd be no guarantee he could get a good job afterwards.

Headmaster: He could probably teach, Mr Harris.

Mr Harris: He wouldn't like that. He says he wouldn't be a teacher even if it were the last job on earth – Oh, I beg your pardon, Headmaster, I didn't mean ...

Headmaster: Not at all, Mr Harris. I wouldn't have been a teacher myself if I'd had my way. I'd have been an actor if my parents had let me. So I have some sympathy with William's problems. Now, let's see... If he wants to be an artist, he'll have to decide what sort of artist he wants to be.

Mr Harris: I don't quite follow you, Headmaster.

Headmaster: Well, what I mean is, if he wanted to be a commercial artist, graphics, cartoons, that sort of thing, he might do very well if he took an art course at a Technical College .

Mr Harris: But art, Headmaster. It's so chancy. I wish he weren't so set on it.

Headmaster: I don't think you should stand in his way, Mr Harris. If I were you, I'd let him decide for himself. You'd better accept the fact that nowadays people don't worry about security the way we did when we were young. And as I said, unless you let him make his own choice now, he will reproach you for any of his study failures later.

Mr Harris : Well, I must admit my wife and I would have felt much happier if he'd chosen to do something else. Anyway thank you for your advice, Headmaster.

Headmaster: You're welcome.

(Adapted from ***Cambridge First Certificate English***, p.69)

Unit 3, script 2 : Listening and speaking

First part of the life story

A shy, frightened child stood before a government school inspector in a Polish school room.

"Name the Czars of Russia," he barked.

The girl did so in a voice which she tried to keep steady.

"Who governs us?"

The child hesitated. Her teacher and her schoolmates looked anxious.

"Answer me !" came the sharp command.

"His Majesty, Alexander the Second, Czar of all the Russians," came the clear, low voice of the student.

The inspector glanced quickly around the room to check up on the others. All the girls were bending low over their tables, and he could not see their faces.

"Very well, then; remember!" he said to all in general, and walked out of the room. Later, when the inspector left, the teacher called, "Come here, my little soul."

And the child sank down beside her and burst into tears.

Warsaw, the birthplace of Manya Sklodovsky, was then ruled by Russia. Russian inspectors made sudden visits to the unhappy country roundabout, seeking to spy out possible trouble. Even the schools were watched. Manya had been chosen for examination that day, as often because she was bright and dependable.

At home, as well as at school, she was called Manya. Her father was a professor of physics. She grew up helping him at his work, busily washing bottles and test tubes and learning to love science. Her mother died when Manya was very young and Dr Sklodovsky tried to be both father and mother to his four girls and one boy. All of them were good students. They spent many of their evenings before the fire, as their father told them stories or helped them with their lessons. Dr Sklodovsky was skilled in arts and languages as well as in science.

"He knew everything or nearly everything," his children said of him later.

However, before his children were grown, Dr Sklodovsky had difficulties with the Russian rulers. He lost his position and had to take a humbler teaching job. From the time she was ten until she reached middle age, Manya faced struggle and hardship.

When she was eighteen, she went to work as a teacher in a private home. She saved as much as she could of her small salary and went to Paris for further study. There she was known as Marie. One reason for her choice of Paris was that an older sister, Bronya, had married and moved to that city. Another reason was the excellence of the universities. She attended a chemistry course.

Second part of the life story

At first she lived in her sister's home, but it was so far from the university that she took a single room and lived alone. Her small savings were soon gone, and her father was able to send her only very little money. For some reason, she did not want her sister to know that she was living from hand to mouth. She never missed her beloved classes until the day when she fainted in the street.

Her sister's husband was a doctor. He came on the run. Marie was taken to her room. His keen eyes took in the bare furnishings. He could not find even the makings of a cup of tea.

"What did you eat today ?" he asked.

"Today? Why, I can't seem to remember."

"Yesterday, then?"

"Oh, yesterday... why, I had some cherries – and all sorts of things."

He bundled her up and took her home in a cab to her sister Bronya. "Take care of the little one," he called from the bottom of the steps. "I'm off to get a prescription filled." The "prescription" was a large steak and some French fried potatoes.

The next day, rested and fed, she returned to her cold attic room, promising to take better care of herself. She longed to be back to the laboratory. She liked even the smells of the chemicals. She wanted to take not one but two degrees – both a master's and a doctorate of science. Then armed with these she could return to her beloved Poland and work side by side with her father.

But in the meantime, she became acquainted with a young French professor. His life was also devoted to science. He was French, and of a good family, and his name was Pierre Curie. He was so underpaid and so deep in his work that he had decided never to marry. But in spite of himself he became deeply interested in this Polish girl with the intense grey eyes and delicate features, who was as keen on test tubes as he himself was.

Weeks and months passed. At last Marie wrote to her father that she was not coming back to Warsaw; she was going to marry Professor Pierre Curie. They were poor; but they had the same tastes, and could continue their work together. For a wedding trip they rode out into the country on bicycles.

When they got back to their little apartment, Marie made a humiliating discovery. She couldn't cook! For years she had done her most delicate work in the laboratory, but now she had no idea of how to prepare string beans ! She bought a cookbook and followed it as carefully as if she were doing an experiment in physics. Pierre never complained. His thoughts were so taken up with his work that he didn't pay much attention to what he ate. ...

(Adapted from Eva Meushaw, ed. ***Adventures Ahead***, Harcourt)

Unit 4, Script 1 : Listen and consider

Journalist: What types of food are available in the market today ?

Market researcher: Well, there are three types of food: organic products, conventional food, and GMFs, I mean genetically modified food.

Journalist: And which type of food do consumers prefer buying ?

Market researcher : They prefer buying organic food, of course.

Journalist : I imagine this preference must be due to the fact that unlike conventional food and GMFs, organic food contains no pesticide residues and no antibiotics.

Market researcher : That's a good deduction. But that does not explain everything. Advertising also plays a role in this craze for eating organics.

Journalist : What do you mean ?

Market researcher : How shall I put it? Advertising promotes the idea that organic foods are somewhat healthier and less damaging to the environment. This idea has sold well since the detection of BSE (bovine spongiform encephalopathy) conmmonly known as mad cow disease.

So the eating of organic food will certainly keep increasing as long as people are worried about food safety. As a matter of fact, more and more farmers are turning to organic farming these days.

Journalist : Let's come back to the GMFs. I imagine they will certainly disappear partly because of the bad publicity given to them in recent years, and partly because of the scandal of the mad cow disease.

Market researcher: Well, they may or they may not disappear. That depends on the conclusions of the debate engaged about them.

Journalist : I suppose that those who are against the farming of GMFs will probably win the debate now that Prime Minister Tony Blair has said, I quote, "GMFs might be harmful to human health and the environment." end of quote ...

Market researcher : Hold on a minute, the Prime Minister said "might".... So GMFs might have harmful effects on human health and the environment just as they might not. There is no strong evidence on either side of the question.

Journalist : So I suppose the debate could continue for some time yet.

Market researcher : That's right. It won't stop until one of the sides in the debate brings decisive evidence for or against the farming of GMFs.

Unit 4, script 2 : Listening and speaking

James : It's been six months since you completed your studies. But I see that you're still unemployed, Jenny. Why is that ?

Jenny : I haven't made up my mind yet. As you know, with a degree in Communications Science I could've gone into journalism. But I just didn't feel like working for a newspaper. Then I thought about advertising. It's a booming business and I might've made a lot of money in it….

James : Didn't you apply for a job then ?

Jenny : No, I didn't ; and I don't think I will. Because I am not sure whether I won't regret it later . You see, I don't think it's right to sell people what they don't want and what they don't need.

James : I don't quite agree with you. Advertising doesn't force you to buy something you don't want though it may influence your choice of a product.

Jenny : You talk as if people were intelligent enough to decide whether they want something or not and whether to buy this rather than that product. The reality is different.

The great majority of people are daily bombarded by advertisements : when they watch T.V, when they listen to the radio, or read a newspaper. Consequently, they don't think for themselves. That's why they'll buy a new pair of jeans even if they already have half a dozen of them.

James : What advertising does is to catch your eye. It makes you remember, say Levy's Jeans, and forget all about other brands …

Jenny : That's it ! Advertising relies on creating a need, satisfying this need and then destroying that satisfaction. Whatever you buy makes you unsatisfied because advertising keeps on creating for you a need for something else of the same kind. In fact you keep running after an image of yourself that isn't there at all. And it is that frustration which induces you to buy something you don't really need but which , for some time at least, makes you appear courageous, adventurous …

James : I grant you this. Advertising does tempt you. Like those people who buy four-wheel drive cars to look like adventurers and who find themselves driving to the local supermarket to do their weekly shopping. This being said, advertisers do not persuade you to give your money away. You want to buy a car, you have the money to buy a car. The advertisers will persuade you to buy their car and not the other manufacturer's car. That's all.

Jenny : Oh, come on, James. Let's be serious. Don't tell me that just because you have the choice of two cars, or two perfumes, or two after-shave lotions, you can't be manipulated !

James : Oh, certainly we're being manipulated. I'm not disputing that.

Jenny : In that case, you're agreeing with what I've been trying to say all this time, i.e., manipulation is wrong.

Unit 5, script 1 : Listen and consider

PART I

Have you ever wondered how more than one billion people, in more than one hundred countries, can all watch the World Cup at the same time ?

Well, it's done by telecommunications satellites. Dozens of them are hovering above the Equator all the time.

Together they make a telephone and TV link-up which covers the whole world. They are part of the International Satellite Telecommunication Organisation – Intelsat. This organisation tells all member countries what's going on in space, and decides how new satellites should be used .

Now, how does this system work ? Do the satellites just wait for big news like a World Cup match to happen ? No, they don't. This is how it works : first, a radio or TV company transmits signals from the place where the news is happening – a World Cup stadium for example – by ordinary telephone. These signals go to an earth station. An earth station is a radio station which sends signals to, and receives signals from satellites in space. Once this earth station has received the World Cup information, it sends it to one of the satellites hovering above the Earth. This satellite sends the signals back to other earth stations in different parts of the world. They change the signals, make them more powerful, and send them by phone to the local broadcasting stations in each country. They are then transmitted to the homes of millions of viewers.

Part II

Apart from sending TV pictures, what are satellites used for ? Well, satellites are used for sending computer data and helping ships find their way. They are also used to survey the earth, to make weather forecasts. Satellites can carry telescopes like the Hubble Space Telescope, which was put in orbit at an altitude of 610 km. This telescope is roughly cylindrical in shape. It is 13 m long and 4 m in diameter. It is very heavy. It weighs more than 11 tons. By having a large telescope above Earth's atmosphere, astronomers are able to look at the universe with more clarity than ever before.

(From ***Modern English International*** p.32)

Unit 5, Script 2 : Listening and speaking

Radio host : The questions that we will try to answer in our programme this afternoon are : are we, human beings, alone in the universe ? Or are there any other intelligent beings in it? And if so, how do we get in touch with them ? Our guest today is Mr Graham Henshaw who is a radio astronomer working at the SETI laboratory. First of all, Mr Henshaw, would you like to tell our listeners what the SETI is ?

Mr Henshaw : Certainly. The letters S-E-T and I stand for Search for Extra-Terrestrial Intelligence. What we do in our laboratory is try to detect and keep track of any signal or message that might come from outer space.

Radio host : Thank you. Now Mr Henshaw , could there really be a race of intelligent beings sometwhere out there in the vastness of space … beyond the solar system, perhaps even beyond the Milky Way ?

Mr Henshaw : I suppose there could be. You know, for many centuries we were ignorant of what we call the New World today. So why not believe that there might be another race of intelligent beings out there ?

Radio host : I see. And could other species of beings be asking the same questions that we are asking in this programme? I mean, could they also wonder whether they are alone or not ? Perhaps they suspect we exist. So could they be trying to contact us ?

Mr Henshaw : We hope so. Actually, we at the S.E.T.I are listening for that kind of message with ultra-sensitive receivers linked with radio telescopes.

Radio host: Does the idea of an extra-terrestrial message make you think of space invaders, flying saucers and little green men?

Mr Henshaw: Not at all. The S.E.T.I's scientists are determined to distance themselves from science fiction and fantasy. Ours is a serious and sophisticated project, in what we believe is a legitimate field of research. So should a signal come from some intelligent species, we would want to be ready to respond adequately.

Radio host: Supposing extra-terrestrials came into contact with us, would that change anything for us here on Earth ?

Mr Henshaw: Oh, the implications would be tremendous. That would shed light on the origin, the nature and the future of the universe as a whole.

(Adapted from ***The Good News***)

Unit 6, Script 1 : Listen and consider

You are going to listen to a radio interview with John Doe, an American humourist.

Journalist : John Doe, it is often said that the fun in joking largely depends on where we have been brought up. What do you have to say about this as a humourist ?

John Doe: That's right. The sense of humour is mysteriously linked with national characteristics. An American, for instance, might find it hard to laugh at a Russian joke. Similarly, a Russian might fail to see anything amusing in a joke which would make an Englishman laugh to tears.

Journalist : Am I correct then in saying that people around the world can't share a funny joke ?

John Doe : Absolutely not. Most funny stories are based on typical comic situations. So in spite of national differences some funny situations provoke the same reaction. For example, no matter where you live, you would find it difficult not to laugh at, say, Charlie Chaplin's films.

Journalist: Let's talk about the virtues of comedy. Woody Allen once said that it was hard to be taken seriously as a humourist, that humourists (I quote) 'should be seated at the children's table' (end of quote).

John Doe: I don't think the 'children's table' is all that right. That kind of talk ignores the moral standard, I mean the moral laws behind comedy. Comedy does not just give us a gratuitous laugh. If you look at it closely, comedy teaches us moral laws: I mean what we must and mustn't do in society. Perhaps just because we don't want to be taught lessons, we say that humorists are there for children only and not for adults.

Journalist : Are there any other virtues that can be drawn from comedy ?

John Doe: Yes; some health specialists say that we should have a laugh from time to time. They consider laughter as the best medicine for getting rid of stress. As far as I am concerned, I regard it as one of the necessities of life in society. So I say, just as people have to get their cup of tea in the morning or in the afternoon, so they have to get a hearty laughter once a day at least.

Journalist : Another question, if you don't mind.

John Doe: Yes, please go ahead.

Journalist: Would you say the same positive things about comedies based on tragic situations like violent death and serious accidents ?

John Doe : That type of humour is called " sick humour". Indeed, we ought to be more careful about the type of humour we enjoy. Just as we don't have to eat unhealthy food, so we don't have to join in a laugh if we know that it can make us sick.

Journalist : Your last word, John Doe.

John Doe : Well, let me tell the public that I'm not proud of self-centred humourists. I mean those humourists who feed us with "sick humour". If 'healthy' humour helps us brighten and lengthen our lives, 'sick humour' darkens and shortens it.

(Adapted from the ***Reader's Digest***, 2002)

Unit 6, Script 2 : Listening and speaking

How do we make friends ? Some people seem to find it easy. They have lots of friends. Other people seem to find it difficult. Why? What is the secret of making friends?

First, I will talk about two words that are often used together – friends and acquaintances. Then I will identify the key difference between the two words. After that, I'm going to talk about how an acquaintance can become a friend. Finally, I will give you a list of characteristics that people with lots of friends have in common.

First,we must understand the difference between friends and acquaintances. Acquaintances are people we know. We know them from the clubs we go to, from the places where we work or from our local neighbourhood. We meet them on family occasions. We see them around in the high school playground and we say 'hello, how are you ?'

But there is a big difference between an acquaintance and a friend. What is the key difference ? It is simply this. Friends are people we like a lot. Perhaps we don't like everything about them, but we feel positive about most of their characteristics.

So what makes us like an acquaintance ? What makes us like someone so much that he or she becomes a friend ? In English, we talk about 'making friends' . This suggests that you have to do something positive. It is not always enough just to be yourself. You sometimes have to make yourself more likeable. It is possible to change your behaviour or your attitude, to become more likeable. But what should you change ? Ask yourself these questions. What do you like about other people ? What do you dislike ? Or to put it in another way, would

you like to be your own friend ? Look at the handout I have given you. As you can see, there is a list of statements. Psychologists suggest likeable people can answer yes – honestly – to most or all of these statements. Perhaps some of the adjectives in the list of statements are new to you. Let's work through them. Then, I'm going to ask you to answer the statements for yourself.

First statement, 'I am independent'. This means that you live your own life. You don't rely on other people to help you out all the time. Second statement, 'I am positive'. This means that you have an optimistic attitude to life.You do not expect things to go wrong, and even when they do, you do not give up. 'Honest and reliable' means that people can trust you – they can entrust you with money and things. They can also trust you to do things when you promise to do them. 'I am considerate.' This means you consider other people. You think about their feelings, perhaps more than about your own. Statement 5 is interesting : 'I am available'. This means that you are always ready to help when a friend needs you. Finally, 'I am supportive'. Of course, this comes from the verb support, meaning that you help people rather than criticise them.

So, to sum up, likeable people make friends easily. Are you a likeable person ? Work through the statements on the handout and tick those which apply to you. Check your answers with someone who knows you well. If you have ticked the 6 statements you are very likeable, but if you ticked less than 6 then you need to change something about your behaviour.

(Adapted from ***Skills in English***, Level 3)

Articles

Units 1 - 6

There are two articles in English: the definite and the indefinite. Sometimes nouns require **no** article at all ; in which case the term **zero** (ø) article is used.

The indefinite article

The indefinite article is /ən/, written **an** before vowel sounds and /ə/, written **a** in other cases. There are also stressed forms /æn/ and /eɪ/ used when the word is emphasized or pronounced by itself.

We use **a**/**an** in the following ways :

1. before singular countable nouns which we know nothing about.

   E.g. *My father works in **a** factory.*

2. with the names of professions and occupations.

   E.g. *She is **an** executive, and he is **a** waiter.*

3. in expressions of measurements.

   E.g. *We hired this tractor for DZD 3,000 **an** hour.*

   *Olive oil costs DZD 300.00 **a** litre this year.*

4. before a noun which means all things of the same kind.

   E.g.***A** detective is **a** man/woman whose job consists in investigating crimes.*

   ***A** friend in need is **a** friend indeed.*

The definite article

The definite article, written **the**, is pronounced /ðɪ/ before vowel sounds, (/ðə/, in rapid speech, /ð/) in other cases. There is also a stressed form /ði:/ chiefly used when the word is pronounced by itself or for purposes of emphasis.

We use **the** in the following ways:

1. when it is clear from the context what particular person, animal, thing or place we're talking about.

   E.g. *I'll meet you in front of **the** post office.*

2. before a noun that we have mentioned before.

   E.g. *He had **a** villa and a yatch, but he sold **the** villa a month ago.*

3. before adjectives to specify a category of people or things.

   E.g. ***the** rich, **the** poor, **the** unemployed, **the** Welsh, **the** World Wide Web*

4. when the object or group of objects is the only one that exists or has existed.

   E.g. ***the** stars, **the** sun, **the** pyramids, **the** human race*

5. when we talk about an institution shared by the people as a whole.
E.g. ***the** radio, **the** television, **the** telephone*

6. when we refer to what is general or typical for a whole class of objects or animals.
E.g. ***The** tiger is a beautiful animal. (We mean here all tigers.)*

Zero article (ø)

1. We do not put an article before uncountable (or mass) nouns used in general statements.
E.g. *(ø) Money is the root of all (ø) evil.*

2. There is no article before abstractions (abstract nouns).
E.g. *All nations should work for (ø) peace, (ø) honesty, (ø) generosity and (ø) courage.*

3. There is no article before names of places and people.
E.g. *(ø) Poland, (ø) Queen Elizabeth II, (ø) Houari Boumediene Airport.*

4. We do not normally use **the** with the names of meals.
E.g. *What time is (ø) lunch ?*
What did you have for (ø) breakfast ?

5. There is no definite article before **prison**, **school**, **hospital**, **university** when these institutions are used for the purpose for which they exist.
E.g. *When I leave (ø) school, I'll go to (ø) university.*

6. But when these institutions are not used for the purpose for which they exist, we use the definite article.
E.g. *Mr Chaib went to **the** school to meet his daughter's teacher.*

7. There is zero article before plural nouns.
E.g. *We're expecting (ø) visitors.*

Prepositions

Units 1 - 4 - 6

A preposition is a word which, as its name implies, is placed before a pronoun or a noun phrase, i.e. a phrase whose most important word is a noun.

E.g. [...] ***by** us* , [....] ***with** my best friend*

us → Pronoun; *my best friend* → noun phrase

Common prepositions

- The most common English prepositions are simple, i.e. they consist of one word only. Here is a list of common simple prepositions:

about	around	by	over	under
above	as	down	past	until
across	with	on	opposite	for
after	behind	from	than	within
against	below	in	through	without
along	between	into	to	
among	beyond	like	toward(s)	
at	during	round	up	

E.g. *We had to wait **at** the station **for** three hours.*

- Other prepositions, consisting of more than one word, are called complex prepositions. Here are some of them:

according to	due to	by means of
along with	except for	in comparison with
as for	out of	in relation to
away from	owing to	in addition to
because of	up to	in connection with

Adjective + preposition

In order to have their meaning complete some adjectives are followed by prepositions. Here are some of the most useful ones.

- **Adjective + of**

afraid of	proud of	suspicious of	envious of
ashamed of	jealous of	conscious of	tired of
aware of	scared of	fond of	short of

nice/ kind/generous/ mean/stupid/silly/ (im) polite/ rude/unreasonable **of** someone to (do something) .

E.g. • *Are you afraid **of** snakes?*
• *Thank you. It was very kind **of** you to help me.*

● **Adjective + with**

angry **with**	annoyed **with**	bored **with**	delighted **with**
familiar **with**	furious **with**	pleasant **with**	satisfied **with**

E.g. *I'm delighted **with** my new camera.*

● **Adjectives + other prepositions**

angry **at**	annoyed **about**	bad **at**	close **to**	different **from**
good **at**	hopeless **at**	interested **in**	keen **on**	similar **to**
sorry **about**	worried **about**			

E.g. *Her handwriting is **similar to** yours.*

Verb + preposition

● Some verbs always or typically have a particular preposition after them.

apologize (**to** someone) **for** something - apply **for** a job - approve/ disapprove **of** something - believe **in** something - belong **to** someone - care **about** someone - care **for** someone/something - collide **with** someone/something - complain **to** someone about something - dream **about** someone/something - dream **of** being something/doing something - -concentrate **on** something - consist **of** - crash **into** someone/something - deal **with** something - depend **on** someone/something - die **of** an illness - happen **to** someone/something - hear **about** something - hear **of** someone/something - hear **from** someone - laugh **at** someone/something - listen **to** someone/something - look **after** someone//something - look **at** someone/something - meet **with** someone - pay someone **for** something - profit **from** something - rely **on** someone/something - refer **to** someone/ something search **for** someone/something - shout **at** someone - smile **at** someone - suffer **from** an illness - think **about** someone/something - think **of** someone/something - wait **for** someone/something - write **to** someone

● The verb and the preposition together sometimes express a single idea.
E.g. *She **takes after** (= resembles) her grandmother.*

- Other verbs may be followed by one or another preposition depending on the meaning which we want to convey. E.g.

  A. *Our problems **result from** our negligence.* **(cause)**
  B. *The change of policy has **resulted in** failure.* **(consequence)**

  A. *Our success **consists in** our ability to respond quickly to new problems.*
  B. *The team **consists of** experienced players.*

  A. *We've **agreed on** a date for the marriage.*
  B. *We've **agreed to** see her this afternoon.*
  C. *I **agree with** you entirely.*

- We do not use a preposition with these verbs.
  Phone someone E.g.*Did you phone your sister yesterday?*
  Discuss something E.g. *We shall discuss many items at the meeting.*
  Enter (=go into a place) E.g.*The candidate felt nervous as she entered the examination hall.*
  Resist someone/something E.g. *They have resisted occupation for half a century.*

  Emphasize/stress something E.g. *She emphasized/stressed the importance of careful driving.*

Verb+ object+preposition

Study this list and remember the structure:

- **Accuse someone of** (doing) something
  E.g. *Said accused Rashid of being selfish.*
- **Ask someone for** something
  E.g. *He wrote to the travel agency asking them for a refund.*
- **Borrow something from** someone
  E.g. *I had no money left. I had to borrow £ 20 from a colleague of mine.*
- **Prefer someone/something to** someone/something
  E.g. *I prefer oranges to apples.*
- **Protect someone/something from** someone/something
  E.g. *She wears sunglasses to protect her eyes from the sun.*
- **Provide someone with** something
  E.g. *The school provides poor students with books.*
- **Remind someone of** something
  E.g. *She reminds me of my mother.*
- **Warn someone about** someone/something
  E.g. *Meteorologists have warned all the citizens about climate change.*

Quantifiers

Units 1 - 3 - 4

●Countable and uncountable nouns

countable nouns	uncountable nouns
a glass	water
an apple	milk
a pound	money
people	crowd

Asking and answering <u>questions</u> about quantity using <u>countable</u> nouns

1. Question: *How **many** people are there in the restaurant?*

●Possible answers:

*There are **a lot of/lots of** people in the restaurant.*
*There are **many** people in the restaurant.* +++++++++++++
*There are **a few** people in the restaurant.* +++++
*There are **some** people in the restaurant.* +++++
*There are **few** people in the restaurant.* ++++
*There aren't **many** people in the restaurant.* ++++
*There aren't **any** people in the restaurant.* 0
*There are **no** people in the restaurant.* 0

some = a few

Asking and answering <u>questions</u> about quantity using <u>uncountable</u> nouns.

2. Question: *How **much** money have you got in your pocket?*

● Possible answers:

*I have **a lot of/a great deal of** money in my pocket.* +++++++++
*I have got **much** money in my pocket.*
*I have got **some** money in my pocket.* +++++
*I have got **a little** money in my pocket.* +++++
I have got **little** money in my pocket.. ++++
*I haven't got **much** money in my pocket.* ++++
*I haven't got **any** money in my pocket.* 0
*I have got **no** money in my pocket.* 0

some = a little

Note We use **many** (countable nouns) and **much** (uncountable nouns) in **questions** about quantity.

●In **spoken** English, we usually use **a lot of/lots of** (with countable and uncountable nouns) in positive sentences, but in **written** English we often use **many** (countable nouns).

● We often use **much** in negative sentences (not in positive ones).

●**Little** and **few** (without **a**) are **negative**. They mean **not much, not enough**. The speaker is not happy about it.

●**A little** and **a few** are **positive**. They mean **some, quite enough.** The speaker is happy about it.

enough - too much - too many

- When we want to say that we have a sufficient quantity of somthing, i.e. **as much as needed** or **as many as needed** we use **enough**.

E.g. • *There's* ***enough*** *(= as much food as needed) food for everybody.*
• *There are enough (= as many as needed) books for everybody.*

- When we want to say that we have an **excessive quantity** of something, we use **too much** or **too many**.

E.g. • *You put* ***too much*** *sugar in your tea.*
• *You have made too many mistakes.*

Comparative and superlative forms of quantifiers

Quantifiers	Comparative forms	Superlative form
many	more - as many as	the most
much	more - as much as	the most
little	less - as little as	the least
few	fewer - as few as	the fewest

- **Examples: The comparatives and the superlatives of <u>many</u> and <u>much</u>.**
  - *I haven't got* ***many*** *books. I mean, I haven't got* ***as many*** *books* ***as*** *my sister.*
  - *My sister has got* ***more*** *books than I, but* ***most*** *of her books are old.*
  - *I haven't got* ***much*** *money. I haven't got* ***as much*** *money* ***as*** *Saïd. Saïd has* ***more*** *(money) than I, but our friend Smaïl has* ***the most*** *money. He has a part-time job.*

Note •**More** and **the most** are respectively the comparative and superlative forms of <u>**many**</u> with **countable nouns**.
• <u>**More**</u> and <u>**the most**</u> are **also** respectively the comparative and superlative forms of <u>**much**</u> with **uncountable nouns**.

- **Examples: The comparatives and the superlatives of <u>little</u> and <u>few</u>.**
  - *There is* ***little*** *rain this year. Yes, but there was even* ***less*** *rain last year.*
  - *Our school has few boy students. It has 70 boys in a total of 800 students.*
  - *Our school has even* ***fewer*** *boy students. It has only 50 boys in a total of 810 students.*
  - *My friend's school has* ***the fewest*** *boy students. You know, it has only 20 in a total of 850.*

Note The comparative form of <u>**little**</u> is **less, not** ~~littler~~.

- *We can also use adjectives like* ***a smaller + quantity/amount*** *to replace* ***less****.*

E.g. *There is* ***a smaller quantity of*** *water in this well* ***than*** *in that one over there.*

- *The superlative forms of* ***little*** *is* ***the least****, but we can also use* ***the smallest + quantity****.*

E.g. *Kader has* ***the smallest amount of*** *money in his pocket.*

Provided (that) - providing (that) - as long as - so long as

Unit 2

● The link words above introduce condition. They mean the same as **but only if** or **if and only if**. E.g.

- ***Provided/Providing (that)*** *you work harder, you will pass your exam.* ***Or***
- *You will pass your exam* ***provided/providing (that)*** *you work harder.*

(= You will pass but only if you work harder.)

- ***As long as/So long as*** *she studies harder, she will pass the exam.* ***Or***
- *She will pass the exam* ***so long as/as long as*** *she works harder.*

(= She will pass the exam ***but only if*** *she works harder.)*

● Tense agreement in complex sentences with **as long as/so long as** and **provided (that)/ providing (that)** are the same as in complex sentences with if-conditional (type 1). When you are talking about the future, do **not** use **will**. Use the present simple tense instead. E.g.

Provided (that) you ***leave*** *now, you'll arrive at school on time.*
Provided that + present simple, + will (future simple).

I wish... - If only...! - It's time ...

Units 2 - 3

I wish...

● We use **wish + past simple** to express a **regret** about a **present situation** by imagining its opposite. E.g.

- *I wish I* ***could*** *play the flute.* (but I can't)
- *I wish you* ***were*** *here.* (but you are not here)
- *I wish I* ***was*** *on holiday now.* (but I'm not)
- *I wish I* ***had*** *a car.* (but I haven't got one.)

The **past simple** refers to the **present**. As in if-conditional-(type 2), **were** is often used instead of **was** in the first and second person singular, especially in formal English. E.g. *I wish he* ***were*** *with me now.*

● We use **wish + would** to express a desire for change in the **near future,** especially when someone or something is annoying us.

- ***I wish*** *you* ***would*** *stop talking.* (This is a mild command.)
- ***I wish*** *you* ***wouldn't wear*** *that ugly shirt.*

● A wish about ourselves cannot be expressed with **would**. We must use **could** instead.

- *I wish I* ***could*** *lose weight.*

- We use **wish + the past perfect** to express a **regret** about something in the **past.**
  E.g. •*I wish I **had been** on holiday last July.* (but wasn't)
  •*I wish I **had listened** to your advice yesterday.* (but I didn't)

If only...

- We can use **if only** instead of **wish** to express a **stronger feeling of regret** or a **stronger wish**.
  E.g. •***If only** I **had listened** to my mother's advice!*
  •***If only** I **could lose** weight!*
  •***If only** he **wouldn't wear** that ugly shirt!*

It's time…

- When you say **It's time** (for someone) **to do** something, you simply imply that this is the **right** time to do it.
  E.g. *It's (high/about) time for us to go to the station.*
- But when you say **It's time someone did** something you're in fact thinking that this action should have been performed earlier; you're complaining about the delay. E.g. • *'Why are you still in bed ? It's (high/about) time you got up.*
  • *We think it's time the government did something about corruption.*
- When you want to make the complaint or criticism stronger, you say **It's high time** someone **did** something.
  E.g. *It's high/about time Hassiba **did** some work for her final exam.*

had better do…

Units 2 - 3 -6

Had better do something

- The meaning of **had better** (**'d better**) is the same as that of **should/ought to**. When you tell your friend that **s/he'd better do something**, you advise her/him to do it because you think that something bad might happen if s/he doesn't do it. E.g.

You { ***had better work** harder; otherwise you might fail your exam.*
{ ***'d better***

I { ***had better** phone my mother now; she might get upset if I don't.*
{ ***'d better***

● The **negative form** is { **had better not.** / **'d better not.** }

E.g. • *You look sick. You'd better not go to school today.*
• *'Are you going out this evening ?'*
• *'I'd better not. I've got a terrible cold.'*

● Even though we use the past **(had)**, the meaning is always present or future. You will also notice that **had better/'d better** is always followed by the **infinitive without to**.

Unless

Unit 3

● The link word **unless** means **except if** or **if ...not** and introduces a condition. **(Cf.** If-conditional in your ***SE2 Book***, pp.201-202)

E.g. •*I won't speak to him **unless he apologizes**.* (= **except if** he apologizes)

Or (= if **he does not /doesn't** apologize)

• **Unless** he **apologises,** I won't speak to him.

● We often use **unless** in **warnings**.

E.g. *You'll fail **unless** you work harder.* (This means the same as *you **must** work harder, **otherwise you will fail**.*)

● Tense agreement in complex sentences with **unless** is the same as in sentences with if-conditional (type 1). So when you are talking about the future, do not use the **will-future** with **unless**. Use a present simple tense instead. E.g.

{ *We'll be late **unless** we hurry. = We'll be late **if we don't** hurry.*
{ future simple +unless+ present simple = future + if...not+ present simple

● **Unless cannot** replace **if ...not** in the following cases:

• in would-(have)-conditions i.e., if the condition has unreal meaning.
E.g. *Karim would be our best student if he weren't so lazy.*

• in indirect questions
E.g. *She promised to work harder if she wasn't expelled.*

• when the condition is in someone's mind.
E.g. •*I'll really be surprised if they don't come back.*
•*What shall we do if they don't reply to our letter of complaint ?*

The gerund

Unit 3

The -ing form

We use the **-ing form** in three different ways. We use it:

- as part of a verb called the **participle**.
  E.g. *I'm **singing**. He have been **singing** since 5 o'clock , etc.*
- as an adjective.
  E.g. *We cook spaghetti in **boiling** water.*
- as a **noun** or a **gerund**.
  E.g.*The **smoking** of cigarettes is harmful to our health.*

The gerund is used:

- after most verbs of liking and disliking. E.g. enjoy, like, love, dislike, detest, dread, hate, mind, can't stand, etc. E.g.
  - *I enjoy dancing.*
  - *Would you mind answering a few questions?*
- after some other common verbs. E.g. admit, avoid, come, consider, deny, go, involve, miss, postpone, risk, stop, etc. E.g.
  - ***Stop talking**. Let's **go swimming**.*
- after prepositions, including adjective + preposition phrases.
  E.g. keen on, fond of, tired of, etc. E.g.
  - *I'm **fond of cooking**.*
- after phrasal verbs. E.g. go on, keep on, give up, etc. E.g.
  - ***Go on talking**.*

Note After a certain number of verbs and verbal phrases either the gerund or the infinitive may occur. E.g. begin, like, cease, continue, dislike, fear, hate, intend, love, prefer, propose, remember, start, try. For example, after **remember,** the **infinitive** refers to the future while the **gerund** refers to the past.

- *I must remember (=**not forget**) to ask him.*
- *I remember seeing her when she was a little girl.*

The gerund may be:

- an uncountable noun in general statements as in ***Swimming** is fun.*
- an uncountable noun with a quantity word as in *He does **a lot of reading**.*

- an uncountable noun after a preposition as in *I'm fond of **cooking***.
- an unaccountable noun after adjectives and possessives as in ***Her quick thinking saved her***.
- an uncountable noun with 'no' in prohibitions such as ***No parking***.
- a countable noun in the singular and plural as in *I own **a painting** by Baya* / and *I like colourful **drawings***.
- a noun preceded by the definite article, a possessive or demonstrative pronoun as in *I detest all **this questioning*** and ***Her** singing is **beautiful***.

What is it for?

Unit 5

- When we describe the purpose of something , we use one of the following structures:
  - **It's used for + verb + ing :**

    E.g. *It's used for cutting wood.*
  - **It's used to + verb in the infinitive**

    E.g. *It's used to cut wood.*
  - or simply **It's for + verb + ing**

    E.g. *It's for cutting wood.*
- The question **What is it (used) for ?** asks about the purpose of something, i.e. what **we use something for**. E.g.

  A: *What's this machine (used) for ?*

  B. *It's (used) for cutting wood.*

Note

- We use **only** the preposition **for** when asking questions about the purpose of objects.
- Make sure you don't confuse **it is used to do something / it is used for doing something** with the semi-modal **used to**. The former express purpose whereas the latter indicates a constant and frequent practice in the past.

  E.g. *I **used to** dance when I was a child. (But now I no longer do it.)*
- Finally, make sure you don't confuse **it is used to do something** with **used to (doing) something**, which means **accustomed to**.

  E.g. ***I'm used** to cutting wood. (= **I'm accustomed** to cutting wood.)*

Stative verbs and action verbs

Verbs in English can be divided into two main categories:

Action verbs (also called dynamic verbs) describe events which happen in a limited period of time, and have a definite beginning and end. Action verbs have both simple and progressive forms.

E.g.

- *I always listen to music.* ***(simple present tense)***
- *I am listening to a record.* ***(present progressive tense)***

Stative verbs (also called nonconclusive/state verbs) describe states which continue over a period of time and need not have a well-defined beginning and end. Stative verbs cannot usually have a progressive form (or continuous form).

E.g.

'I am ~~knowing~~ English' is incorrect because ***know*** *describes a continuing state. Therefore, the correct formulation is 'I know English'.*

Stative verbs fall into five main groups:

- Verbs referring to feelings: like, love, hate, detest, etc.
- Verbs refering to thinking/believing: think, understand, remember, know,etc
- Verbs referring to perception: see, hear, smell, touch , taste, etc.
- Verbs referring to wants: want, prefer, etc.
- Verbs referring to being/having : seem, own, belong, appear, possess, etc.

Note

- Some of the verbs above can be in the progressive when describing an action or a process.

  E.g.

  I see (= understand) what you mean. (Not I ~~am seeing~~ ....)

  But you can say, *'I am seeing (= meeting) the headmaster tomorrow.*

- Verbs of perception are often preceded by the auxiliary **can**.

  E.g. *On a clear day, we can see Algiers from here.*

Expressing preferences

Units 3 - 6

1. When you talk about what you prefer to do in general, you can use either **prefer to do**, or **prefer doing**. E.g.

•*I don't like cities. I prefer **to live/living** in the country.*

This rule also applies to such verbs as **like**, **love** and **hate**.

2. When you make a choice between two things, two courses of action, or two activities in particular, you can use any one of the following structures, as the case may be :

- prefer something to something else

  E.g. *Most people **prefer** trains **to** buses.*
- prefer doing something to doing something else

  E.g. *Habib **prefers driving to travelling** by train.*
- prefer to do rather than (do) something else.

  E.g. *I **prefer to live** in the country **rather than (live)** in a city.*

3. When you want to say what someone wants to do in a specific situation (not in general), use the following structure:

Subject +	**would prefer** **'d prefer**	**to** do something rather than do something.

E.g.

I	***would prefer*** ***'d prefer***	*to stay at home tonight **rather than** go to the cinema.*

4. In the same situation as above **would prefer/'d prefer to do** can be replaced by **would rather/'d rather do.** In this case we use the **infinitive without to.**

E.g. • *'Shall we go by bus?' 'Well, **I'd rather** take a taxi.*

5. The negative form is structured as follows :

•*I'm tired. **I'd rather not walk** to work this morning.*

•*' Do you want a glass of hot milk ?' '**I'd rather not**, it would make me sleep.'*

6. When you want someone else to do something, you can say :

•*I **would rather/ I'd rather** you **did**/she **did**/they **did**.*

Even though we use the past, the meaning is **present or future**. E.g.

•*'Shall I tell her the bad news?' 'Well, I **would/'d rather** you didn't. She might have a heart attack.'*

•*'Shall I stay home?' 'Well, I **would rather/I'd rather** you came with us.'*

• *'Do you mind if I open the window?' I **would rather/I'd rather you didn't**. It's cold outside.'*

The subjunctive

All units

'Subjunctive' is a term used for a verb in situations where we use the **infinitive without to** or **the plural form** instead of an **-s form.** The subjunctive is not commonly used. It belongs mainly to formal or written English.

There are **three kinds** of subjunctive:

The subjunctive in that-clauses This subjunctive is used after some adjectives, verbs and expressions like **demand**, **require**, **insist**, **suggest**, **be necessary**, **be obligatory**, **be essential**, etc. This subjunctive expresses an intention or a proposal about the future. E.g.

- *The doctor **insisted that** she **stop** smoking immediately.*
- ***It is necessary that** every player **comply** with the rules of the game.*
- ***I propose that** Miss Ford **be** appointed secretary of the committee.*

This subjunctive is more common in American English than in British English. The British would say:

- *I propose that Miss Ford **should be** appointed secretary of the committee.*

Subjunctive in main clauses This subjunctive is found in some formal idiomatic expressions. E.g.

- *God **save** the Queen !*
- *God **bless** you !*
- *Heaven **forbid**.*
- ***Perish** the thought.*
- *God **help** us !*

The **were-subjunctive** or subjunctive of irreality

- **Were** is used instead of **was** in clauses expressing condition or contrast. E.g.
  - *If I **were** still at school, I would work harder for my exams.* (But, I'm no longer at school).
- **Were** is also used in subordinate clauses after **if**, **if only**, **as if**, **as though**, **suppose (that) imagine (that)**, **it's time (that)** and **I wish**. E.g.
  - *If only I were home, I wouldn't be suffering from hunger and cold.*
  - *He spoke to me as if he were my boss.*
  - *It's time you children were in bed (which implies that you are not in bed yet).*

Note

Was can be used instead of **were** in informal spoken English.

Link words (discourse connectors)

All Units

Whether you speak or write, you need to help people make sense of what you say by signalling to them how one idea leads on to another. The words and phrases which have this connecting function are called link words or discourse connectors. They generally come at the beginning of a sentence. Their most important functions are as follows :

Enumerating:

- Beginning a list : **first, to begin with, to start with, first of all**, etc.
  E.g. ***To begin with**, I suggest you get yourself a job.*
- Continuing a list : **second** (or **secondly**), **next, then, after this**, etc.
  E.g. ***Next** you look for a convenient place to live in.*
- Finishing a list: **lastly, at long last, finally, eventually, in the end**, etc.
  E.g. ***Finally** she managed to escape.*

Re-inforcing:

Besides, furthermore, moreover, what is more, in addition, etc. are used to reinforce an argument in a situation where a preceding argument is considered insufficient.

E.g. *I won't be attending the lecture this afternoon. I have some work to complete. Besides, the lecturer stammers so much that one can hardly understand what he says.*

Explaining: You can explain a point already made in three ways :

- by clarifying its meaning : **that is, that is to say** (often written **i.e.**)
- by giving a more precise description : **namely, viz, in other words, to put it more simply, rather**, etc.
- by giving an illustration: **for example, E.g., for instance**, etc.

E.g. *Cheating at exams, **namely** asking your classmates to help you, is punishable.*

Comparing: **in comparison with, like, likewise, similarly, compared with, both ... and ..., neither ...nor...**, etc.

E.g. *The doctor advised him to stop smoking. **Similarly**, he recommended him to eat much less and take plenty of exercise.*

Contrasting: **But, however, and yet, while, whereas, unlike, conversely, on the one hand, on the other hand** express contrast.

E.g. *Living in the country is quite healthy;* ***and yet*** *it can be rather boring at times.*

Conceding: **Admittedly, despite (the fact that), in spite of (the fact that), though, naturally, certainly, of course, nevertheless, this being said**, etc. express concession.

E.g. *I agree with you that work is the key to success ;* ***this being said****, there is no reason why you should stay awake all night studying.*

Expressing cause/reason: **Because, as, since, for, due to, owing to**, etc. signal cause or reason. E.g. *She has to stay in bed* ***as*** *she is ill.*

Expressing effect/result/consequence:

So, and so, thus, as a result, as a consequence, consequently, therefore, so+adjective+ that , such+ noun (phrase) +that etc.

E.g. *It was such a sunny day that we decided to go to the seaside.*

It was so hot that we decided to go to the beach.

Expressing purpose: **So that, to, in order to, so as to, in order that**, etc. are used to express purpose.

E.g. *You must cross that bridge* ***in order to*** *reach the other bank of the river.*

Intensifying: **In fact, as a matter of fact, actually, indeed**, etc.

E.g. *John was sulking ;* ***in fact*** *he didn't say a word for the whole evening.*

Inferring: **If not, otherwise, then, in that case, that implies**, etc.

E.g. *You must get some more petrol.* ***Otherwise****, we won't have enough to get us to the next town.*

Expressing time: **After, before, when, while, since, meanwhile, shortly afterwards, later, earlier, up to , from…to, at the same time**, etc.

E.g. *Saïd came back home at 5 p.m.* ***Shortly afterwards****, his father arrived.*

Indicating transition: **As far as …is concerned, now, as for, as regards, to turn to, incidentally, by the way, with reference to**, etc.

E.g. *We can leave most of the details of the proposal until the next meeting.* ***As far as money is concerned****, this needs careful consideration.*

Summing up/concluding: **In a word, to sum up, in short, on the whole, to conclude, all in all, in conclusion**, etc.

E.g. **In conclusion**, *I feel confident that she will make the best of her stay in your establishment.*

- Sentence word order is very important for meaning. The basic word order of an English sentence is SVO (Subject+ Verb+ Object). E.g.

I | *have prepared* | *my lessons.*

Subject + Verb + Object

- Adverbials of manner (**how?**), place (**where?**), and time (**when?**) usually come after the verb or after the object. E.g.
  - *He runs very **quickly**. (How ?)*
  - *She revised her lessons **at the school library** (Where?) **until 5 p.m.** (When?).*
- A sentence can take any one of the following four forms:
  - a declarative sentence (statement) E.g. *He eats healthy food.*
  - an interrogative sentence (question) E.g. *Does he eat healthy food?*
  - an imperative sentence (command) E.g. *Close the window.*
    Don't eat a lot of fast food.
  - an exclamatory sentence (exclamation): E.g. *What a wonderful film !*

I. The full stop (The period in American English)

A statement or declarative sentence must begin with a **capital letter** and end with a **full stop** (.) E.g. ***He** plays soccer**.***

- Use a full stop at the end of a sentence that asks a polite question or gives a mild command. E.g.
  - *Will you please come in here.*
  - *Throw the ball over here.*
- Use a full stop after an initial that is part of a person's name. E.g. *W. Shakespeare* - *J.S. Bach*
- Use a full stop after most standard abbreviations. E.g. *Dr.* (Doctor), *Tues.* (Tuesday). But do not use full stops after abbreviations for units of measurement. E.g. ***h*** (hour) , ***g*** (gram) ***kg*** (kilogram , ***lb*** (pound)
  The abbreviation ***In.*** (inch) is an exception. The full stop helps distinguish it from the preposition in.
- Do not use full stops for abbreviations of names of companies and organisations when they are all in capital letters. E.g. ***BBC*** (British Broadcasting Company)
- Do not use full stops with postal service abbreviations for states followed by the zip code. E.g. *Minneapolis, MN 55803* (MN= Minnesota)

II. The question mark

- A question mark (?) is placed at the end of a sentence which is a direct question. E.g. *How are you doing?*

  If the question is a direct question, repeating the speaker's exact words, a question mark is still used. E.g. *'May I come in?' she asked.* But a question mark is not used in an indirect question, in which the speaker's exact words are not repeated. E.g. *She asked if she might come in.*

III. The exclamation mark

- The exclamation mark (!) is used at the end of a sentence or short phrase which express very strong feeling. E.g. •*That's fantastic!* •*Aaarrgh!*
- We use an exclamation mark after a forceful command.

  E.g.*Stop talking !*

IV The comma

The comma (,) is not always easy to use in English. So absolute recommendations are not possible.

- **Commas in a series.**
  - We use commas when we list three or more items in a series. We put a comma after each item except the last. E.g.
    Adventures, comedies, romances and mysteries are my favourite films.
  - We use commas to separate three or more prepositional phrases. E.g.
    I searched for the keys in the satchel, under the bed, and among the books.
  - Do not use commas if all the items listed in a series are joined by conjunctions. E.g.
    We travelled by camel ***and*** *bus* ***and*** *lorry during our stay in the sahara.*
  - Do not use commas in collocations (pairs of nouns that are thought of as a single unit). E.g.
    We had vegetable soup, ***macaroni and cheese****.*
- **Commas after introductory expressions**
  - We use a comma after a prepositional phrase of four or more words at the beginning of a sentence. E.g.
    In case of emergency, call 15.
  - We use a comma to separate **yes**, **no** and **interjections** such as **oh** and **well**, from the rest of a sentence. E.g.
    Yes, I do. - *No, I didn't.* - *Well, he didn't show up on time.*
  - We use a comma to separate sentence parts that might be confusing if read together. E.g.
    Two months later, he came back from France.

- **Commas to separate sentence parts**

We use a comma before coordinating conjunctions (**and, but, for, or, yet, so**, etc.) that join two simple sentences in a compound sentence. E.g.

- *He washed the car, but he didn't polish it.*
- *There was a bus twice a week, and it was necessary to walk three kilometres to where the bus stopped.*

Note It is common to leave out the comma if the two parts (or clauses) have the same subject. E.g.

- *I slept well last night but still feel sleepy this morning.*

- The use and omission of commas before relative clauses affects the meaning of sentences. E.g.

A . *My sister, who lives in Oran, is doing research in physics.*

B. *My sister who lives in Oran is doing research in physics.*

Sentence **A** implies that I have **only one** sister and she is doing research in physics whereas sentence **B** (without a comma) suggests that I have many sisters and that the one who lives in Oran is the one who is doing research in physics.

- We use a comma after adverbial clauses of time, concession, manner, etc. when these clauses occur at the beginning of a complex sentence. E.g.

  - *When he finishes works at 5, he goes to study at an evening school.*
  - We use a comma after **however**, **as a result**, **consequently**, **as a consequence** etc. E.g.
  - *He is very poor. However, he has managed to keep his dignity.*
  - *She was ill. As a consequence, she didn't take her exams.*

V The colon (:)

- We use a colon (:) to introduce a list of items. The statement before the list will often contain a demonstrative word (**these** or **those**) or an expression such as **the following** or **as follows**. E.g.

  - *You will need the following materials for carrying out the experiment: two small beakers, one flask and three test tubes.*

- We use a colon to separate the hour and the minutes in expressions of time.

E.g.*The Prime Minister started giving his speech at 12:30 P.M.*

- We can use a colon after the salutation of a business letter. E.g.

Dear Sir or Madam:

VI The semi-colon (;)

- We use a semi-colon (;) in a compound sentence to separate two or more sentences that are not joined by a coordinating conjunction (**and** ,**but**...). E.g.

We watched the door; no one came in.= (We watched the door, but no one came in.)

VII Quotation marks / inverted commas (" ...") or (

- We use quotation marks to show that we are quoting someone directly. E.g.

"I'm almost finihed now," Karim said. **Or**

' I'm almost finished now,' Karim said.

- Use a comma or commas to separate an explanatory phrase, such as **he said, Farid concluded**, from the quotation itself. Place the commas outside the opening quotation marks, but inside the closing quotation marks. E.g.
  - *Neil asked, "May I go with you?"* (Comma ouside opening quotation marks)
  - *"We'll pick you up at noon,"* Ron replied. (Comma inside closing quotation marks)

- Place a question or an exclamation mark inside the quotation marks when it is part of the quotation. Place a question mark or an exclamation mark outside the quotation marks when it is part of the entire sentence. If both the quotation and the sentence require a question mark or an exclamation, put the punctuation mark inside the quotation marks.

Punctuation marks inside the quotation marks. E.g.

- *We said, "That's fantastic!"*
- *I am listening to Michael Jackson's song "Do you remember the time?"*

Punctuation marks outside the quotation marks. E.g

- *Have you read "The Purloined Letter by Edgar Alan Poe" ?*

(The question mark is part of the entire sentence.)

British and American English

There are some differences between **British English** (Br.E) and **American English** (Am.E) which you ought to be aware of.

Grammar

In American English, the past simple is often used instead of the present perfect to give new information or to announce something that has just happened.

E.g. *'I lost my umbrella. Can I borrow yours ?'*

- In Am.E the forms I **have**/I **don't have**/ **Do** you **have** ? are more usual than **I've got**/I **haven't got**/ **Have** you **got** ? E.g.
  - *I **have** a new computer.* • ***Do** you **have** a computer ?* **(Am.E)**
  - *I **have got** a new computer.* • ***Have** you **got** a computer?* **(Br.E)**
- Americans say **the hospital** where the British omit the definite article. E.g.
  - *The wounded driver was taken to **the hospital**.* **(Am.E)**
  - *The wounded driver was taken to **hospital**.* **(Br.E)**
- In Am.E, **quite** means **completely** whereas it means **very** in Br.E. Compare:
  - *We can't do anything for him now. He is **quite dead**.***(Am.E)**
  - *I'm surprised that you haven't heard of her. She's **quite famous** in the show business.* **(Br. E)**
- Am.E has two past participle forms of **get** : **gotten** and **got** whereas Br.E has only one, **got**. E.g.
  - *Have you **gotten/got** the tickets for the concert ?(Am.E)*
  - *Have you **got** the tickets for the concert ? (Br.E)*
- In Br.E, **different** is followed by **from**, but in Am.E it is followed by **than**. E.g.
  - *Their car is different **than** ours. (Am.E)*
  - *Their car is different **from** ours. (Br.E)*
- In Am.E such verbs as **demand**, **require**, **insist**, **suggest**, etc are followed by the **infinitive without to**, whereas they are followed by a **should** construction in Br.E. Compare :

- *They suggested the timetable be changed.(**Am.E**)*
- *They suggested that the timetable should be changed.(**Br.E**)*

Vocabulary

Am.E	Br.E
apartment	flat
candy	sweets
elevator	lift
freeway	motorway
french fries	chips

Vocabulary

Am.E	Br.E
guy	chap
kids	children
lavatories/restroom	toilets
pants	trousers
truck	lorry

Spelling

Am.E	Br.E
favor	favour
labor	labour
neighbor	neighbour
memorize	memorise
analyze	analyse
organize	organise
defense	defence
center	centre
fiber	fibre
liter	litre

Spelling

Am.E	Br.E
learned	learnt
burned	burnt
traveled	travelled
traveling	travelling
canceled	cancelled
canceling	cancelling
jewelry	jewellery
plow	plough
thru	through
catalog	catalogue

Pronunciation

Am.E	Br.E
Civilization	civilization
/ˌsɪvəlɪˈzeɪʃn/	/ˌsɪvəlaɪˈzeɪʃn/

Pronunciation

Am.E	Br.E
Director	Director
/ˌdaɪˈrektər/	/ˌdɪˈrektə/

Spelling rules

All Units

Nouns, verbs, and adjectives can have the following endings/suffixes :

● Noun+ **-s** – **es** (plural)	books	ideas	matches
● Verb + **-s** **-es** (after he, she, it etc)	works	enjoys	flourishes
● Verb + **-ing**	working	enjoying	flourishing
● Verb + **-ed**	worked	enjoyed	visited
● adjective +**-er** (comparative)	cheaper	higher	narrower
● adjective +**-est** (superlative)	cheapest	highest	narrowest
● adjective +**-ly** (adverb)	cheaply	highly	narrowly

When we use these endings, there are sometimes changes in spelling.

Nouns and verbs +-s -es

● The ending is **–es** when the word (noun or verb) ends in **–s** ,**-ss**,**-sh**,**-ch** or **–x** : E.g. match(n) ➞ matches   bus (n) ➞ buses
teach (v) ➞ teaches   search (v) ➞ searches

Note also hero ➞ heroes   go ➞ goes , do ➞ does etc.

Words ending in -y

If a word ends in a **consonant** + **y**

● **-y** changes to :

- **ie** before **–s** , E.g., city ➞cities , carry ➞ carries
- **i** before **-ed** , E.g., apply ➞applied
- **i** before **–er** and **–est**, E.g., easy ➞easier ➞easiest
- **i** before **–ly**, E.g., easy ➞easily

● **y does not** change

- before – **ing** , E.g., study ➞ studying
- if the word ends in a **vowel** +**y** (**-ay**, **-ey**, **-oy**, **-uy**)
  E.g., play ➞ plays, played , monkey ➞ monkeys

Note **say** ➞ **said** , **pay** ➞ **paid** , **lay** ➞**laid**

Words ending in -ie

If **a verb** ends in **–ie**, **-ie** changes to **-y** before **-ing**. E.g.
die ➞ **dying** , **tie** ➞ **tying** , **lie** ➞ **lying**

Words ending in –e

- If **a verb** ends in **–e** , we leave out **–e** before **- ing**. E.g. write →writing

  Exceptions: be –being see →seeing , agree →agreeing

- we add **only –d not –ed** for the past (of regular verbs).

  E.g., hope → hoped , dance → danced

- If an adjective ends in –e,

  - we add respectively –r and –st for the comparative and the superlative. E.g. wide → wider → the widest
  - we keep **e** before the **adverb** ending in –ly. E.g. polite →politely

- If an adjective ends in –le, we leave out e and add –y for the Adverb. E.g. probable →probably , possible → possibly

Doubling consonants

- If a verb or an adjective ends in **consonant +vowel +consonant** (CVC), we double the final consonant before –ing , – ed, -er and –est.

  E.g. plan → planning → planned , big →bigger → biggest

- If the word has **more than one syllable**, we double the final consonant **only if the final is stressed**. E.g. preFER →preferring → preferred, beGIN → beginning

- If the final syllable is **not** stressed, we do not double the final consonant . E.g.VIsit →visting →visited , deVElop →developing → developed

- If the final syllable is not stressed, and the last consonant is l , the consonant may be left single or double. E.g. travel →traveling → traveled **or** travelling → travelled

- If a word ends in a cluster of two consonants (-rt, –rn ,–ck, etc.), we do not double the consonant. E.g. start →starting →started, turn → turning→turned, thick →thicker

- We do not double the final consonant if it ends with two vowels + a consonant (-oil, -eed, -ain, etc.). E.g. boil→ boiling→ boiled, cheap → cheaper –cheapest, explain→ explaining → explained

- We do not double y or w at the end of words if they are preceeded by a vowel. E.g. stay → staying → stayed , new → newer →newest → grow → growing

Phonetic Symbols

All units

The consonant sounds of English are:

/p/	as in partner	/f/	as in food	/h/	as in has
/b/	as in but	/v/	as in voice	/m/	as in mat
/t/	as in two	/θ/	as in three	/n/	as in note
/d/	as in do	/ð/	as in this	/ŋ/	as in sing
/k/	as in car	/s/	as in sea	/l/	as in luck
/g/	as in go	/z/	as in zoo	/r/	as in red
/tʃ/	as in chin	/ʃ/	as in she	/j/	as in yes
/dʒ/	as in joke	/ʒ/	as measure	/w/	as in will

The vowel sounds of English are:

long vowels		short vowels		diphthongs (2 vowels)	
/i:/	as in eat	/ɪ/	as in it	/eɪ/	as in day
/ɑ:/	as in car	/e/	as in ten	/aɪ/	as in buy
/ɔ:/	as in more	/æ/	as in bat	/ɔɪ/	as in boy
/u:/	as in too	/ʌ/	as in much	/əʊ/	as in no
/ɜ:/	as in word	/ɒ/	as in not	/aʊ/	as in now
		/ʊ/	as in put	/ɪə/	as in ear
		/ə/	as in again	/eə/	as in there
		/i/	as in happy	/ʊə/	as in sure

triphtongs (3 vowels)					
		/aɪə/	as in fire	/eɪə/	player
/ɔɪə/	soya	/aʊə/	flower	/əʊə/	mower

Pronunciation rules for final -ed and -s

Pronunciation rules for final -ed

- If an infinitive ends in -d or -t the final –ed is pronounced /ɪd/
- If an infinitive ends in a voiceless consonant (/p/, /s/, /k/, /f/, /ʃ/, /tʃ/, or /θ/ the final –ed is pronounced /t/
- If an infinitive ends in a voiced consonant (/b/, /d/,/dʒ/,/ʒ/,/g/, /l/,/m/, /n/,/ŋ/, /r/,/v/ /z/, /ð/) or a vowel sound, the final -ed is pronounced /d/.

Pronunciation rules for final –s

- You pronounce the final -s as /ɪz/ if the word ends in one of the following sounds: /s/ E.g. busses - /ʃ/ E.g. washes - /tʃ/ watches /dʒ/ E.g. manages.
- If a word ends in any other voiceless consonant sounds (/k/, /f/, /p/, /θ/, /t/) you pronounce the final –s as /s/
- If a word ends in any other voiced consonant sound (/b/, /d/, /g/ /l/,/m/, /n/, /ŋ/, /r/, /v/) or a vowel sound, you pronounce the final –s as /z/.

Irregular verbs

List A: Irregular verbs with the same past simple and past participle forms.

Infinitive	Past simple	Past Participle
Awake	Awoke	Awoke
Bend	Bent	Bent
Bleed	Bled	Bled
Breed	Bred	Bred
Build	Built	Built
Burn	Burnt	Burnt
Buy	Bought	Bought
Catch	Caught	Caught
Cling	Clung	Clung
Creep	Crept	Crept
Deal	Dealt	Dealt
Dig	Dug	Dug
Dream	Dreamt	Dreamt
Dwell	Dwelt	Dwelt
Feed	Fed	Fed
Fight	Fought	Fought
Find	Found	Found
Flee	Fled	Fled
Fling	Flung	Flung

List B: Irregular verbs with different past simple and participle forms.

Infinitive	Past simple	Past Participle
Arise	Arose	Arisen
Bear	Bore	Born
Beat	Beat	Beaten
Befall	Befell	Befallen
Beget	Begot	Begotten
Begin	Began	Begun
Betake	Betook	Betaken
Bite	Bit	Bitten
Blow	Blew	Blown
Break	Broke	Broken
Choose	Chose	Chosen
Come	Came	Come
Do	Did	Done
Draw	Drew	Drawn
Drink	Drank	Drunk
Drive	Drove	Driven
Eat	Ate	Eaten
Fall	Fell	Fallen
Fly	Flew	Flown

Irregular verbs

List A

Infinitive	Past simple	Past Participle
Get	Got	Got
Grind	Ground	Ground
Hang	Hung	Hung
Hear	Heard	Heard
Hold	Held	Held
Keep	Kept	Kept
Kneel	Knelt	Knelt
Lay	Laid	Laid
Lead	Led	Led
Lean	Leant	Leant
Leap	Leapt	Leapt
Learn	Learnt	Learnt
Leave	Left	Left
Lend	Lent	Lent
Light	Lit	Lit
Lose	Lost	Lost
Make	Made	Made
Mean	Meant	Meant
Meet	Met	Met
Pay	Paid	Paid
Rend	Rent	Rent
Say	Said	Said
Seek	Sought	Sought
Sell	Sold	Sold
Send	Sent	Sent
Shine	Shone	Shone
Shoot	Shot	Shot
Sit	Sat	Sat
Sleep	Slept	Slept
Slide	Slid	Slid
Sling	Slung	Slung
Smell	Smelt	Smelt
Speed	Sped	Sped
Spell	Spelt	Spelt
Spend	Spent	Spent
Spill	Spilt	Spilt
Spoil	Spoilt	Spoilt
Stick	Stuck	Stuck
Strike	Struck	Struck
Teach	Taught	Taught
Tell	Told	Told
Think	Thought	Thought
Understand	Understood	Understood
Win	Won	Won

List B

Infinitive	Past simple	Past Participle
Forbid	Forbade	Forbidden
Forget	Forgot	Forgotten
forsake	forsook	forsaken
Freeze	Froze	Frozen
Give	Gave	Given
Go	Went	Gone
Grow	Grew	Grown
Hide	Hid	Hidden
Know	Knew	Known
Lie	Lay	Lain
Mistake	Mistook	Mistaken
Mow	Mowed	Mown
Outrun	Outran	Outrun
Partake	Partook	Partaken
Ride	Rode	Ridden
Ring	Rang	Rung
Rise	Rose	Risen
Run	Ran	Run
See	Saw	Seen
Shake	Shook	Shaken
Shrink	Shrank	Shrunk
Sing	Sang	Sung
Sink	Sank	Sunk
Slay	Slew	Slain
Smite	Smote	Smitten
Speak	Spoke	Spoken
Spring	Sprang	Sprung
Steal	Stole	Stolen
Stink	Stank/stunk	Stunk
Stride	Strode	Stridden
Swear	Swore	Sworn
Swim	Swam	Swum
Take	Took	Taken
Throw	Threw	Thrown
Thrive	Throve	Thriven
Tread	Trode	Trodden
Undergo	Underwent	Undergone
Undertake	Undertook	Undertaken
Wear	Wore	Worn
Weave	Wove	Woven
Withdraw	Withdrew	Withdrawn
Write	Wrote	Written

RESOURCES PORTFOLIO

Text 1

The Spread of Civilization in the Maghrib and its Impact on Western Civilization

Was the apogee of the civilization of the Maghrib reached under the Aghlabids in the ninth century, when the forces of Ifrikiya ruled the Mediterranean and threatened the city of Rome? Or in the eleventh century, when the Fatimids made Mahdiyya the seat of a rival caliphate to that of Baghdad? Or again in the twelfth and thirteenth centuries, when the Almohads led by a Berber dynasty built a Euroafrican empire stretching from Tripoli to Seville? This last period was in any event one of the most brilliant ones. …

It was chiefly in the Western half of the Maghrib that Almohad art was visible since Ifrikiya had declined greatly. Furthermore, the time of the Almoravids and the Almohads forms a whole, since the Almohad art was the culmination of the preceding period. … The Great Mosque of Tlemcen remains the most remarkable evidence of Almoravid Art and architecture. It was completed in 1136, and is an imposing building combining the solid and sober majesty of Saharan buildings with the refined delicacy of Andalusian art. …

Philosophy flourished to a rare degree under the Almohads, who were the protectors of a galaxy of great minds, such as Ibn Badjadja (Avempace, d.1139) Ibn Rushd (Averroes, 1126-98), Ibn Maymun (Moses Maimonides, 1135-1204) among others. These scholars devoted themselves to the practical sciences – medicine, mathematics, and astronomy.

After the disaster at Las Navas de Tolosa (1212), the Almohad empire disintegrated, leaving four successor kingdoms: one in Spain (Granada) and three in the Maghrib (the Marinids in Morocco, the Abd al-Wadids in Algeria, and the Hafsids in Tunisia/Ifrikiya). … The same loss of vitality affected the heirs of the Almohads. Ibn Khaldun, who saw population decline as one of the factors in the decline of a civilization, observed this phenomenon and all that ensued: the shrinking of agriculture, arboriculture and towns, and the spread of nomadism. Kayrawan changed from having hundreds of thousands inhabitants in the ninth century to being no more than a small town in the fourteenth. According to Leo Africanus, Bidjaya was reduced to one-third of its population. The total population seems to have fallen by two-thirds. Epidemics were both a cause and a consequence of this tragic shift, which, as Ibn Khaldun observed, plunged the southern shores of the Mediterranean into dusk just when the northern shores were seeing the dawn of the Renaissance.

(From the *General History of Africa*, UNESCO, 1997, Vol. IV, pp.24-28)

Text 2 Did the West Begin on the Banks of the Nile?

(by Sharon Begly)

Was Cleopatra black? Was Socrates? Did Nile legionaries conquer the Aegean, setting the cradle of Western civilization in motion? For more than a generation, African and African-American scholars have offered evidence that civilization was born on what Europeans called the Dark Continent. Led by the late Senegalese historian Cheikh Anta Diop, they have argued that Pythagorean theory, the concept of *pi,* geometric formulas and the screw and lever were discovered in ancient Egypt, and not in Greece as conventional history holds. Western scholars gave these ideas as much credence as they did to spurious Soviet claims to have invented the telephone.

In spite of the fact that they didn't dispute the achievements of the great black kingdoms of West Africa in governance, social organisation and economic sophistication, they dismissed them as a sideshow in human civilization. And even if Egypt was pretty great … well, Egypt was not really Africa, cartographers notwithstanding. "Just as Africans were taken out of Africa, so Egypt has been taken out of Africa," says Barbara Wheeler, director of Africana Studies at Kean College in Union, New Jersey. But now the claims for Egypt, and Africa, have arrived front and centre on the academic stage. Classics departments from Oxford to Harvard are embroiled in red-hot debate over the role that Egypt played in shaping the glory that was Greece. And that leads to an incendiary question: was Egypt "black"?

Perhaps it is mere coincidence that the scholar who has forced these questions onto the agenda has lighter skin and straighter hair than the west Africans who tried in vain to get the academy's attention. Martin Bernal is a professor at Cornell University, a scholar of modern China, Vietnam and Japan, a Briton whose father was the wartime adviser to Lord Mountbatten. In the 1970s a midlife crisis sent him in search of his distant Jewish roots. His study of Hebrew antiquity led him to Greece, and thence to Egypt. The result was the first of a projected four-volume series entitled "Black Athena".

Published in 1987 and winner of the 1990 American Book Award, the 575-page first volume explores why European scholars beginning in the 18th century carefully excised Egypt and Canaan from the family tree of Western civilization. Bernal's answer: the classicists were racists and anti-Semites. They could not stand the idea that their beloved Greece had been made «impure» by Africans and Semitic influence and so dismissed as mere myth the Greeks' own accounts of how Egyptian and Canaanite technology, philosophy and political theory shaped Aegean civilization.

(Adapted from *Newsweek*, September 23, 1991, pp. 45- 46)

Text 3

How Societies Choose to Fail or Survive

I believe that there are five major factors that predispose societies and civilizations to collapse. The first is the damage that the inhabitants of an environment inflict on it, which depends both on their behaviour and on the inherent fragility or resilience of the environment. For example, Norse settlers in Greenland thought the land resembled the countryside that they were used to, and expected any trees they chopped down to grow back. But they knew only the heavy clay soils of Norway; Greenland's topsoil was thin, and when it was blown away by the wind the Norse society died.

The second factor is climate change: sudden, abrupt changes in climatic conditions, such as drought, can push societies that have already reached the limits of their environmental capacity of resistance. Climate change is a feature of human society, not something invented by global capitalism as some people say; nonetheless, massive, unpredictable human-driven climate change (or global warming, to give it its misleading common name) is likely to play an increasing role. According to archeologists, it is the climate change that might well have been the main cause behind the collapse of the Maya civilization.

The third factor is hostile neighbours. Though it is not always the root cause, the hostility of neighbours can precipitate societies into destruction. Like change in climate, external attacks can push a society into collapse, but only if it was already teetering on the brink.

Conversely, and fourth, comes the loss of support from friendly neighbours when either direct subvention or mutually beneficial trade is withdrawn.

Fifth is an unhelpful response from the society to its own problems. A range of societies have faced similar problems. Some have reacted unsuccessfully and have either vanished from the earth (the Easter Islanders, the Greenland Norse…) or are in crisis (Haiti, Rwanda).

(From ***The Financial Times***, January 22- 23, 2005, p.26)

Text 4

Lest We Forget Our History !

For centuries, Africa's supposed lack of civilisation, history and culture has been used as a justification for enslavement, and later the colonisation of millions of Africans. The venerable historian of Africa. Basil Davidson, summed it up best when he argued that: "The racism that we know, was born in Europe and America from the cultural need to justify doing to black people, doing to Africans, what could not morally or legally be done to white people, least of all to Europeans. To justify the enslavement of Africans, in short, it was culturally necessary to believe...that Africans were inherently and naturally less than human... That was the cultural basis...of the slave trade and of the modern imperialisation of Africa which followed the slave trade."

Prior to this, xenophobia and the association of blackness with evil were not unknown in the ancient world, but they did not constitute in the words of Davidson "a weapon of dispossession and exploitation". In fact, there was a time when Europeans revered Africa. In Martin Bernal's path-breaking study ***Black Athena***, he convincingly documents the great extent to which Greek thinkers of the classical Age admired Egyptian civilisation, and drew upon its rich tradition of governance, and intellectual and artistic production.

This history had to be changed as Europe entered the age of new imperialism. Accordingly, Greece and by extension the rest of Europe, was severed from its African roots so that Africa and its people could be attaked and then plundered in the service of empire. A review of the racist idiologies espoused by some of Europe's most famous thinkers demonstrates how knowledge production about Africans during the era of the slave trade centred on the idea of African inferiority.

In the 18th century, the French philosopher Voltaire wrote: "If their (Africans) understanding is not of a different nature from ours, it is at least greatly inferior." Writing in the second half of the 18th century, the famed German philosopher Immanuel Kant contented: "The Negroes of Africa have received from nature no intelligence that rises above the foolish."

David Hume, the 18th century Scottish philosopher and historian, similarly regarded Africans as an inferior race: "I am apt to suspect the Negroes to be naturally inferior to the Whites. There scarcely ever was a civilised nation of that skin colour, nor even any individual, eminent either in action or speculation. No ingenious manufactures amongst them, no arts, no sciences.

"On the other hand, the most rude and barbarous of the Whites, such as the ancient Germans, the present Tartars, have still something eminent about them, in their valour, form of government, or some other particular. Such a uniform and constant difference could not happen, in so many countries and ages, if nature had not made an original distinction between these breeds of men."

Needless to say, neither Hume, Voltaire, nor Kant had any firsthand knowledge of Africa and its people. Equally unfamiliar with Africa, the early 19th century German philosopher, George Hegel, was nonetheless confident in his opinion that Africa existed outside history. Referring to sub-Saharan Africa in his seminal philosophical work, ***Geographical Basis of History***, Hegel wrote: "Africa proper, as far as History goes back, has remained shut up: it is the land of childhood, which lying beyond the day of self-conscious history, is enveloped in the dark mantle of Night".

Hegel's most significant influence, however, on future schools of ant-African racism was his belief that Africans continued to exist in a state of consciousness that he called "the infancy of Humanity". Such claims would, of course, become the ideological justification for colonialism. Over a century and a half later, the well-known Oxford historian, Hugh Trevor-Roper, declared in the 1960s that Africa had no history outside of the history of Europeans in Africa; "the rest", he said "was darkness".

Returning to Basil Davidson, he notes that the success of racism's "dehumanising project needs no demonstration...for it is obvious in our culture to this day". Although he wrote two decades ago, his observation is truer than ever. Racist assaults on global African humanity have not diminished in the post-slavery, post-independence or post-civil rights eras. In fact, their vigour, boldness, and frequency are increasing at an alarming rate.

(Adapted from Carina Ray, "Lest we Forget We Have a History", in ***The New African,*** N° 469, January 2008)

Text 1

Anti-Corruption Education

Education is central to preventing corruption. Even clear laws and regulations and well-designed institutions will not be able to prevent corruption, unless citizens actively demand accountability from government and institutions.

The attitudes and expectations of citizens are crucial in building a responsive public administration. Therefore, fostering attitudes that do not tolerate corruption is at the core of Transparency International's (TI) work. Ethics education for young people can help break the cycle of corruption, as today's youth will the potential leaders of tomorrow.

However, anti-corruption education does not work in isolation. The environment in which children grow up plays a decisive role in shaping their attitudes. Ethics education must be part of a broader effort to improve governance and reduce corruption. Within this framework, children must have an appropriate and conducive learning environment that values integrity.

Thus, in order to be credible, anti-corruption teaching must relate to the daily lives of the students and address real life dilemmas, conflicts of interests and corruption cases. Several civil society organisations around the world have played an important role in making anti-corruption education a reality. Though they have approached the topic from different angles, including moral or value education, human rights and civic education, they all have set up a common goal: strengthening young people's attitudes and demands for accountability, and ultimately, to build trust in government and the public sector.

Thousands and thousands of schools worldwide have also set themselves the goal of fighting corruption a reality by involving their students in anti-corruption projects. For example, in Macao, a primary school puppet show highlights the problems caused by corrupt behaviour, and encourages children to act against it. In Georgia, the project focuses on secondary school students who wrote about their experiences with corruption in a national essay context. In Columbia, an inter-university programme targets college students, instilling values in the country's future leaders. Finally, in Italy, students are given extra-credits for participating in anti-corruption school debates.

In conclusion, whether anti-corruption education takes place inside or outside the formal educational system, it remains the most efficient way of fighting the growth of a **don't-care-attitude** towards a global phenomenon, which can ultimately lead to the destruction of our modern civilization.

(Adapted from Bettina Meier, TI International Secretariat, ***Anti-Corruption Education***, November, 2004)

Text 2 **Threats on UK E-Trade**

(by Elizabeth Judge)

The opportunities offered by the Internet are lost on some businesses. Getting online gives the world a path to your door, however small it may be. But as enthusiasm for online trading grows, so too do opportunities for cybercriminals ready to exploit every faultline in your system. Last year more than 44 per cent of businesses suffered at least one online attack, according to figures from ***Tarlo Lyons***, the commercial law firm. That figure was double the number of incidents two years ago and levels of Internet fraud now match more traditional crime.

However, fewer than one third of British businesses dedicate time and resources to making their computer systems safe.

"The growing reliance on the Internet is opening a door for computer viruses and hackers," a spokesman for ***Tarlo Lyons*** says. "Internet security incidents cost UK business several billion pounds in 2000, and yet most organisations are failing to take even the most basic precautions."

It is not just money that is at stake. If a company is tricked by cybercriminals its reputation is also at risk and potential customers, already unhappy about providing their bank account numbers over the Internet, may decide to stay well away.

The government, conscious that the perception of security risks is affecting the adoption of online transactions by both consumers and businesses is urging employers to defend themselves. Douglas Alexander, the Minister for E-commerce says: "There needs not be a reason to neglect the incredible opportunities that the Web offers. They are simply challenges that have to be dealt with as efficiently and economically as possible."

"The technology to prevent hackers and other criminals is not as complicated as it seems and it is vital today to protect your business," says Roger Horam, an adviser for UK online for business, the Government organisation that promotes e-trading (www.ukonlineforbusiness.gov.uk).

Encription techniques, which jumble up confidential information so that it is unreadable to prying eyes, and firewalls, pieces of hardware or software that prevent access to information can be installed cheaply by specialist companies for as little as £20.

(From ***The Times***, May 28, 2002)

Text 3

It's a Moral Issue.

They were discussing a machine that was continually breaking down. "It's the operative's fault," one of the managers was saying. "He's just not up to the job. He doesn't set the indexes properly, so it keeps jamming."

"What's his name?" Wilcox demanded.

"Ram. He's a Paki (=Pakistani)," said one.

"No, he is not, he's Indian," said another.

"Well, whatever. Who can tell the difference? They call him Danny. Danny Ram. He was moved on to the job when we were short-handed last winter, and up-graded from labourer."

"Let's get rid of him, then,"said Wilcox. "He's causing a bottle-neck.Terry, see to it, will you?"

Terry, a heavily-built man smoking a pipe, took it out of his mouth and said,

" We haven't got a basis to fire him."

"Rubbish. He's been trained, hasn't he?

"I'm not sure."

"Check it out. If he hasn't, train him, even if he can't grasp. Are you with me?"

Terry nodded.

"Then each time he fails to set the machine properly, you give him a proper warning. On the third warning, he's fired. It shouldn't take more than a fortnight. All right?"

" Right," said Terry, putting his pipe back between his teeth.

"The next question," said Wilcox, "is quality control in the machine shop. Now I've got some figures here ."

"Excuse me," said Robyn. (Robyn Penrose is a young university teacher attending the management meeting as part of her training).

" Yes, what is it?" said Wilcox, looking up impatiently from his spreadsheet.

"Do I understand that you are proposing to pressure a man into making mistakes so that you can sack him?"

"Wilcox stared at Robyn. There was a long silence, such as falls over a saloon bar in a Western at moments of confrontation.

"I don't think it's any of your business, Dr Penrose," said Wilcox at last.

"Oh but it is," said Robyn hotly. "It's the business of anyone who cares for truth and justice. Don't you see how wrong it is, to trick this man out of his job?"

she said, looking round the table. "How can you you sit there, and say nothing?" The men fiddled uneasily with their cigarettes and calculators and avoided meeting her eye.

"It's a management matter in which you have no competence," said Wilcox.

"It's not a management matter, it's a moral issue," said Robyn.

Wilcox was now pale with anger. "Doctor Penrose," he said, "I think you've got the wrong idea about your position here. You're a shadow, not an inspector. You're not an inspector. You're here to learn, not to interfere. I must ask you to keep quiet, or leave the meeting."

"Very well, I'll leave," said Robyn. She gathered up her belongings in a strained silence, and left the room.

(From David Lodge, ***Nice Work***, 1988)

Text 4

Bribe-Taking is Wrong

Obi, a young Nigerian civil servant, has just been sentenced to a long-term imprisonment for bribe-taking. Sitting in the court-room, he remembers how it all started.

He remembered that it all started during that 'season of scholarship ... when a new model Chevrolet pulled up ouside (his flat). He saw it clearly from his writing desk. Who could it be? It looked like one of those prosperous Lagos business-men. Whom could he want? All the other occupants of the flat were unimportant Europeans on the lower rungs of the Civil Service.

The man knocked on Obi's door, and Obi jumped up to open it for him. He probably wanted to ask him for the way to somewhere else. Non-residents of Ikoyi always got lost among its identical cats.

'Good afternoon,' he said.

'Good afternoon. Are you Mr Okonkwo?'

Obi said yes. The man came in and introduced himself. He wore a very expensive *agbada* suit.

'Please have a seat.'

'Thank you,' He brought out a little towel somewhere in the folds of his flowing gown and mopped his face. ' I don't want to waste your time,' he said, mopping one forearm and then the other under the wide sleeves of his *agbada.* 'My son is going to England in September. I want him to get a scholarship. If you can do it for me here are fifty pounds.' He brought out a wad of notes from the front pocket of his *agbada*.

Obi told him it was not possible. 'In the first place I don't give scholarships. All I can do is go through the applications and recommend those who satisfy the requirements of the Scholarship Board.'

'That's all I want you to do,' said the man. 'Just recommend him.'

'But the board may not select him.'

'Don't worry about that. Just do your own...'

Obi was silent. He remembered the boy's name. He was already on the short list. 'Why don't you pay for him? You have money. The scholarship is for poor people.'

The man laughed. 'No man has enough money in this world.' He rose to his feet, placed the wad of notes on the table before Obi. 'This just a small kola (= coffee),' he said. ' We will make good friends. Don't forget the name. We will see again.(...)

The wad of notes lay where he had placed it for the rest of the day and all night. Obi placed a newspaper over it and secured the door. 'This is terrible!' he murmured. 'Terrible!' he said aloud. He woke up with a start in the middle of the night and he did not go to sleep again for a long time afterwards.

Others came.(...) Then one day someone brought twenty pounds. As the man left, Obi realized that he could stand it no more. People say that one gets used to these things, but he had not found it like that at all. Every incident had been a hundred times worse than the one before it. The money lay on the table. He would have preferred not to look in its direction, but he seemed to have no choice. He just sat looking at it, paralysed by his thoughts.

There was a knock at the door. He sprang to his feet, grabbed the money and ran towards his bedroom. A second knock caught him almost at the door for the bedroom and transfixed him there. Then he saw on the floor for the first time the hat which his visitor had forgotten, and he breathed a sigh of relief. He thrust the money into his pocket and went to the door and opened it. Two people entered - One was his recent visitor, the other a complete stranger.

'Are you Mr Okonkwo?' asked the stranger. Obi said yes in a voice he could hardly have recognized. The room began to swim round and round. The stranger was saying something, but it sounded distant - as things sound to a man in a fever. He then searched Obi and found the marked notes. He began to say some more things.[...] Meanwhile the other man used the telephone outside Obi's door to summon a police van.

(Adapted from Chinua Achebe's ***No Longer at Ease***, London, Heinemann, pp.1-154)

Text 1

Recommendations concerning Education For International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms

Adopted by the General Conference of the UNESCO at its 18th session on 19 November 1974

II. Scope

3. [...] Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

4. In order to enable every person to contribute actively to the fulfilment of the aims referred to in paragraph 3, and promote international solidarity and co-operation, which are necessary in solving the world problems affecting the individuals' and communities' lives and exercise of fundamental rights and freedoms, the following should be regarded as major guiding principles of educational policy:

a) An international dimension and a global perspective in education at all levels and in all its forms;

b) Understanding and respect for all peoples, their cultures, civilizations, values and ways of life, including domestic ethnic cultures and cultures of other nations;

c) Awareness of the increasing global interdependence between peoples and nations;

d) Abilities to communicate with others;

e)Awareness not only of the rights but also of the duties incumbent upon individuals, social groups and nations towards each other;

f) Understanding of the necessity for international solidarity and co-operation;

g) Readiness on the part of the individual to participate in solving the problems of his community, his country and the world at large.

5. Combining learning, training, information and action, international education should further the appropriate intellectual and emotional development of the individual. It should develop a sense of social responsibilty and solidarity with less privileged groups and should lead to observance of the principles of equality in everyday conduct. It should also help to develop qualities, aptitudes and abilities which enable the individual to acquire a critical understanding of problems at the national and the international level; to understand and explain facts, opinions and ideas; to work in a group; to accept and to participate in free discussions; to observe the elementary rules of procedure applicable to any discussion; and to base value-judgements and decisions on a rational analysis of relevant facts and factors.

6. Education should stress the inadmissibility of recourse to war for purposes of expansion, aggression and domination, or to the use of force and violence for purposes of repression. It should bring every person to understand and assume his or her responsibilities for the maintenance of peace. It should contribute to international understanding and strengthening of world peace and to the activities in the struggle against colonialism and neo-colonialism in all their forms and manifestations, and against all forms and varieties of racialism, fascism, and apartheid as well as other ideologies which breed national and racial hatred and which are contrary to the purposes of this recommendation.

(From *A Compilation of International Instruments*, New York: United Nations, 1994, pp.600-601)

Text 2

How Not to Educate Children

"Now, what I want is Facts. Teach these boys and girls nothing but Facts. Facts alone are wanted in life. Plant nothing else, and root out everything else. You can only form the mind of reasoning animals upon Facts: nothing else will ever be of any service to them. This is the principle on which I bring up my own children, and this is the principle on which I bring up these children. Stick to Facts, sir!"

"In this life, we want nothing but Facts, sir; nothing but Facts!"

The speaker [a school inspector], and the schoolmaster, and the third grown

person, all backed a little, and swept with their eyes the inclined plane of little vessels [students] then and there arranged in order, ready to have imperial gallons of facts poured into them until they were full to the brim.

In such terms Mr. Gradgrind (the school inspector) always mentally introduced himself to the public in general.

"Girl number twenty," said Mr Gradgrind, squarely pointing with his square forefinger, "I don't know that girl. Who is that girl ?"

"Sissy Jupe, sir," explained number twenty, blushing, standing up, and curtseying.

"Sissy is not a name," said Mr Gradgrind. "Don't call yourself Sissy. Call yourself Cecilia."

"It's father as calls me Sissy, sir," returned the young girl in a trembling voice, and with another curtsey.

"Then he has no business to do it," said Mr Gradgrind. "Tell him he mustn't. Cecilia Jupe. Let me see. What is your father?"

"He belongs to the horse-riding [circus], if you please, sir."

Mr Gradgrind frowned, and waved off the objectionable calling with his hand.

"We don't want to know anything about that, here. You mustn't tell us about that, here. Your father breaks horses, doesn't he?"

"If you please, sir, when they can get any to break, they do break horses in the ring, sir."

"You mustn't tell us about the ring, here. Very well, then. Describe your father as a horsebreaker. He cures sick horses, I dare say?"

"Oh, yes, sir."

"Very well, then. He is a veterinary surgeon, a farrier, and a horsebreaker. Give me your definition of a horse."

(Sissy Jupe is thrown into the greatest alarm by this demand.)

"Girl number twenty unable to define a horse!" said Mr Gradgrind, for the general benefit of the little pitchers [students]. "Girl number twenty possesses no facts in reference to one of the commonest of animals! Some boy's definition of a horse. Bitzer, yours."

"Quadruped, Graminivorous. Forty teeth, namely twenty-four grinders, four eye-teeth, and twelve incisives. Sheds coat in the spring; in marshy countries, sheds hoofs, too. Hoofs hard, but requiring to be shod with iron. Age known by marks in mouth."

"Thus and (much more) Bitzer. Now girl number twenty," said Mr. Gradgrind. "You know what a horse is."

She curtseyed again, and would have blushed deeper, if she could have blushed deeper than she had blushed all this time.

The third gentleman now stepped forth. ... "Very well," said this gentleman, briskly smiling, and folding his arms. "That's a horse. Now, let me ask you girls and boys. Would you paper a room with representations of horses?"

After a pause, one half of the children cried in chorus, "Yes, sir!" Upon which the other half, seeing in the gentlemen's face that **Yes** was wrong, cried out in chorus, "No, sir!" - as the custom is, in these examinations.

Of course, no. Why wouldn't you?"

A pause. One corpulent slow boy, with a wheezy manner of breathing, ventured the answer. Because he wouldn't paper a room at all, but would paint it.

"You must paper it," said the gentleman, rather warmly.

"You must paper it," said Thomas Gradgrind, "whether you like or not. Don't tell us you wouldn't paper it. What do you mean, boy?"

"I'll explain to you, then," said the gentleman, after another dismal pause, "why you wouldn't paper a room with representations of horses. Do you ever see horses walking up and down the sides of rooms in reality - in fact? Do you?"

"Yes, sir!" from one half. "No, sir!" from the other.

(From Charles Dickens, ***Hard Times***)



Charles Dickens
1812 - 1870

Text 3

Computers *vs* Books

One area of specialization that I'm particulary skeptical of is computers. Frankly, I'm not so sure that the ability to work a computer is all that essential to the future of this world. After all, what is a computer? It's a sort of brain that you can nimbly call on with your fingers to obtain information. But what are you going to do with all that information once you get it?

Some of the little kids in my neighbourhood are absolutely fantastic with computers. At twelve years of age, they're masters of the Macintosh. Day after day, they plug themselves into that machine as if it were a life-support system. But does all that time at the screen really teach them to think? I doubt it.

Now, I don't dispute the importance of computers. My secretary uses a word processor, so now she has time to do important things instead of just pecking away at a typewriter. Still, at Chrysler the cost of projects for computers has been increasing at an unbelievable rate. Unfortunately, the computer can't make a decision for me. It can only serve up alternatives quickly.

There are some essentials that have to precede technical skills. One of the most important habits students ought to pick up from an education is the love of reading. You've got to read a diversity of things in order to have opinions. Then you've got to know how to communicate those opinions to your fellow men. And finally, you've got to learn to collect your thoughts and be able to write – at least modestly well. Some kids can't write a letter home to their parents because they are unable to spell or put sentences together. The grammar and spelling of kids today just blows my mind. Their compositions read as if they were written by cavemen. You know, "Me Tarzan, you Jane."

I always tell my kids that they ought to read as much as they can. You don't have to be a voracious reader, but if a day passes and you've read nothing, then you've learned zero from that body of knowledge out there which has accumulated over the past two thousand years.

NB. *Lee Iacocca was president of the Chrysler corporation when the text above was written.*

(From Lee Iacocca, ***Talking Straight***, 1988)

Text 1

The Story Behind Supermarket Success

Are supermarkets designed to persuade us to buy more ? When you enter a supermarket, the manager knows better than you do how you will behave – which way you will walk, where you will look, what will make one want to buy a particular product rather than another. When customers go into a shop, they naturally look to their left but move clockwise, towards the right. So supermarket entrances are usually on the left of the building, and the layout is designed to take shoppers around the store, aisle after aisle, from left to right. Then shoppers will pay attention to all products. §1

Fresh fruit and vegetables are displayed near supermarket entrances. This gives the impression that only healthy food is sold in the shop. Basic foods that everyone buys, like sugar and tea, are not put near each other. They are kept in different aisles so customers are taken past other attractive foods before they find what they want. In this way, shoppers are encouraged to buy products that they do not really need. §2

People walk quickly through narrow aisles, but they move more slowly in wide aisles and give more attention to the products. One best-selling position for products is at the end of the aisles, because shoppers slow down to turn into the next aisle. Another is on the shelves at eye level. Supermarkets are paid by food manufacturers to put their products in each of these high-selling places. §3

Sweets are often placed at children's eye level at the checkout. While parents are waiting to pay, children reach for the sweets and put them in the trolley.§4

More is bought from a fifteen-foot display of one type of product (e.g. cereals, washing powder) than from a ten-foot one. Customers also buy more when shelves are full than when they are half empty. They do not like to buy from shelves with few products on them because they feel there is something wrong with those products that are there. §5

(From ***Looking Ahead***, p.40)

Text 2

The Functions of Advertising

Advertising, a sociologist said, must destroy class barriers, for its social effect is to make people dissatisfied with their standards of living, to make them want more consumer goods and services, and particularly to want those previously enjoyed by the socially-privileged minorities. The most avid readers of advertisements are the people who are either moving up socially or who have bought something that they feel gives them a new status.

Moreover, this class-destroying function of modern advertising is cumulative. The initial effect is to encourage people to want to buy consumer goods formerly enjoyed by their 'social betters'. As they achieve this and become socially mobile, advertising (and the mass media) then proceed to provide them with knowledge that enables them to fill their new role - where to go for their holidays, which meal to order, the right furniture to buy, the appropriate fuel to consume in their homes.

This conception of the purpose of advertising explains why the situations shown on television are never typical though most advertisements are aimed at the mass market. If a kitchen is shown, then it must be always large, beautifully clean and lavishly equipped with expensive labour saving devices; in the advertisements for petrol the viewers never see the scruffy, second-hand cars owned by most motorists - instead they see fast, expensive cars or luxury family models. Whatever situation they are in, men and women are always attractive and well-groomed. Exotic, faraway places are regularly used as a background. Accents are always classless.

In the long term, the function of advertising is not simply to sell the equipment of everyday life; it is to make people reach out for a higher standard of living. Thus advertisements for central heating or holidays in sun-drenched Tassili, for example, are not aimed solely at the privileged minority who might be able to afford these luxuries. It is hoped that they will also encourage people to work harder and save more for a holiday in Majorca. For a more convenient and sophisticated form of heating than the old-fashioned coal-fire. As Lord Thomson of Fleet put it in May 1966: " Advertisements is the great leveller, the great promoter of social equality."

(From Robert Miller, *The New Classes*, 1988)

Text 3

Manipulative and Cynical... how the Food Industry Poisons our Children. (By Joanna Blythman)

Today's children consume 30 times the volume of fizzy drink that a child growing up in the 1950s would have done. Similarly, over the same period, there has been a 25-fold increase in the amount of confectionery consumed.

Take into account the fact that 70 per cent of children's snacks contain colourings, preservatives and flavourings, and that this same cocktail can be found in supposedly healthy products such as cereal bars, yoghurts and even children's medicines, and you get the idea of the toxic threat to our children's health.

With more and more children now snacking their way through the day rather than eating meals made from fresh ingredients, we are in distinct danger of raising a generation of children that is overfed, undernourished and under assault from the very chemistry set of additives.

The level of adverse reaction, of course, will vary from child to child. The ones we hear of, i.e. the ones that cause so much pain and anguish to their long-suffering parents, are the hypersensitive.

The faintest whiff of, say, sodium benzoate (a preservative) or carmoisine (a red colouring) and these vulnerable kids - some diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) - become uncontrollable little monsters, climbing walls, kicking the ones they love as well as possibly suffering a whole host of attendant illness such as eczema, asthma, urticaria (skin rash) or rhinitis.

But, as a food writer who specializes in children's diet, I am convinced the chemicals in their food also explain a whole range of lesser problems that almost all parents, and certainly all primary school teachers will recognize.

Fidgeting, uncontrolled cheekiness, an inability to concentrate and periods of great activity that suddenly turn to great fatigue are all mild, but nevertheless important behavioural problems that can be blamed on the chemicals found in modern convenience food.

Nothing has been done about it though I hope that the latest research will finally prompt some action. Some of the food additives used today date back to the beginnings of the so-called science of food chemistry. Children are very responsive to advertising and believe what they are told, especially if it is someone like David Beckham. So I wish Britain would follow the example of the United States and the Scandinavian countries by banning the worst of each category of additives. A ban on advertising food products would also give parents a much-needed break from the 'pester' power of children.

(Adapted from the *Daily Mail*, May 26, 2004)

Text 4

The Basics of Consumer Behaviour

The study of consumer behaviour examines all aspects of consumers' feelings, thoughts, and reasons for making particular decisions in purchasing products or services or subscribing to ideas, and also how consumers use and dispose of products. Influences on a consumer's beliefs or practices may be influenced by family and friends, religious beliefs, cultural attitudes, by social expectations, by professional standards, by advertising appeals, or by any combination of these factors. While some of these influences are felt in the conscious mind of a consumer (all my friends are wearing a certain kind of boots this fall, so I've decided to buy a pair just like them), an ever greater factor may be unconscious beliefs or associations (the smell of this fabric softener reminds me of my mother's laundry day when I was a child, so I'll pick it over the other that doesn't carry personal associations).

The most obvious application for knowledge of consumer behaviour is obviously marketing strategy - understanding that a growing number of consumers are on low-carbohydrate diets, for instance, has led an ever-increasing number of products that labeled as 'Low Carb'. But the study of consumer behaviour also has repercussions for public policy (allowing government agencies to make regulations to protect consumers, social marketing and promote ideas that encourage people to act in their own best interest, such as wearing seatbelts) and consumer education (teaching practices that make us smarter shoppers, such as buying in bulk to save money or avoiding produce that has been treated with dangerous pesticides).

Marketers may examine consumer behaviour using either primary or secondary research. Primary research is that which is done specifically for a particular product or service, examining attitudes among consumers who make use of it. Secondary research is done by another party or for another purpose. While secondary research has many fruitful applications, its uses may be far more limited than primary research, which can be designed to address any issue of interest to the marketer.

Primary research is usually conducted by asking consumers to answer questions, either by mail, the Internet, over the phone, or in person. ... No one method of conducting primary research is perfect or necessarily more advantageous than others. In selecting methodology, marketers must consider what kind of information is most important to gather and select the most appropriate method.

(From ***hhtp://www.advertopedia.com/consumer-behaviour-basics.htm***)

Text 5

The Children Who Don't Know Chips from Potatoes

They are a staple part of the majority of children's daily diets, but incredibly more than one in three youngsters don't know that chips come from potatoes. Almost a tenth of those asked the question thought they were made of oil while others bizarrely believed they came from eggs, flour or apples. Children's ignorance of food was discovered in a survey of 1,000 pupils aged between eight and 16 by the British Heart Foundation.

In its survey of children's knowledge of food, Channel 4 Food Series reached the same results as the British Heart Foundation . When a group of children were asked by a chef to identify various fruits and vegetables, they were confused. None was able to recognize a leek or an asparagus and one child even mistook a stick of rhubarb for an onion. However, all of them were able to identify fast food chain restaurants like Mcdonald's, Quick, and Pizza Hut from their logos.

In the British Heart Foundation survey 36 percent of children claimed they did not know that chips were made from potatoes and a similar number didn't realize cheese came from milk. The results of the poll are released today at the launch of the Food For Thought campaign which aims to get children to think about what they are eating.

Peter Hollins, director general of the BHF said "I was shocked to discover that so many children don't even know what chips are made of."

Kids have lost touch with even the most basic foods and no longer understand what they are eating. Banning foods or telling children not to eat them is not enough. We must engage children in understanding why certain foods are less healthy than others, and encourage them to become interested in what's on their plate. This campaign is about talking to children in their language so that they think about what they eat and start demanding healthier options.

The BHF campaign seeks to change children's attitude to fast food through advertising hoardings showing the common ingredients in cheeseburger, hot dogs and chicken nuggets. During one of the shows a group of children were shown how chicken skin and carcass scrapings were used to make chicken nuggets. The children automatically rejected the nuggets in favour of fresh chicken which they would not have touched before.

(From ***Daily Mail***, Monday, November 7, 2006, p.7)

Text 1

The Benefits of Space Exploration

A few million years ago there were no humans. Who will be here a few million years hence ? In all the 4.6-billion-year history of our planet, nothing much ever left it. But now, tiny unmanned exploratory spacecrafts from Earth are moving, glistening and elegant, through the solar system. We have made a preliminary reconnaissance of twenty worlds, among them all the planets visible to the naked eye, all those wandering noctural lights that stirred our ancestors toward understanding and ecstasy. If we survive, our time will become famous for two reasons : that in this dangerous moment of technological adolescence we managed to avoid self-destruction ; and because this is the epoch in which we began our journey to the stars.

The choice is stark and ironic. The same rocket boosters used to launch probes to the planets are poised to send nuclear warheads to the nations. The radioactive sources on ***Viking*** and ***Voyager*** derive from the same technology that makes nuclear weapons. The radio and radar techniques employed to track and guide balistic missiles and defend against attack are also used to monitor and command the spacecraft on the planets and to listen for signals from civilizations near other stars. If we use these technologies to destroy ourselves, we surely will venture no more to the planets and the stars, our chauvinism will be shaken further. We will gain a cosmic perspective. We will recognize that our explorations can be carried out only on behalf of all the people of the planet Earth. We will invest our energies in an enterprise devoted not to death but to life : the expansion of our understanding of the Earth and its inhabitants and the search for life elsewhere . Space exploration – unmanned and manned- uses many of the same technological and organizational skills and demands the same commitment to valour and daring as does the enterprise of war. Should a time of real disarmament arise before nuclear war, such exploration would enable the military-industrial establishments of the major powers to engage at long last in an untainted enterprise. Interest vested in preparations for war can relatively easily be re-invested in the exploration of the Cosmos.

Some 3.6 million years ago, in what is now northern Tanzania, a volcano erupted, the resulting cloud of ash covering the surrounding savannahs. In 1979, the paleanthropologist Mary Leakey found in that ash footprints – the footprints, she believes, of an early hominid, perhaps an ancestor of all people on the Earth today. And 380,000 kilometres away, in a flat plain that humans have in a moment of optimism called the Sea of Tranquility, there is another footprint, left by the first human to walk another world. We have come far in 3.6 million years, and in 4.6 billion and in 15 billion.

(From Carl Sagan, ***Cosmos***)

Text 2

Mission to Venus or to Hell ?

Will this week's mission to Venus help mankind prevent the Earth from becoming a similar hellish inferno of acid clouds and 200mph winds ?

All being well, Mankind will launch another visit to this planet from Hell on Wednesday when the European Space Agency is due to blast off its first probe to the Morning Star.

'The Venus Express', which has a large British input and which will cost in total about £140 million, is designed to discover how a planet that should be so similar to our own has, in fact turned to be so different.

Until recently, most astronomers thought Venus was very like Earth. It is a planet roughly the same size – merely a couple of hundred miles less in diameter – with pretty much the same material. The two planets are assumed to be the same age, and both have thick, cloudy atmospheres.

For a long time, Venus was supposed to be covered with swamps and forests. Indeed, the first Russian probes which were sent to the planet were designed with much of these beliefs in mind. Because it was thought that much of the surface might be covered with deep, carbonated oceans, the probes were designed to float.

No swamps , no oceans, no dinosaurs. Instead, a crushing, toxic, carbon dioxide atmosphere so thick that a man suitably protected, could strap in some stubby wings and fly in it with ease.

The question is : why is Venus awful? Hopefully the unmanned craft that will arrive next year and spend 500 days orbiting the planet and probing its atmosphere, will find out.

Three million years ago, Venus may indeed have been much more like the Earth – with oceans and even life. Those seas have long since boiled away and any life will exist as fossils in the oven-baked Venusian rocks.

Despite the "greenhouse effect" fears of some environmentalists over the use of fossil fuels, it is unlikely that Earth will turn into a Venus even if we burn every gallon of oil in Arabia. But understanding just how Venus became the place it is – in effect an Earth that went horribly 'wrong' – will help scientists understand climate change on Earth.

(From Michael Hanlon, ***Daily Mail***, Monday, November 7, 2005, p. 15)

Text 3

The Satellite era

Over 4,000 satellites have been launched since Sputnik went into orbit in 1957

The space age began on 4 October 1957, when the Soviet Union launched Sputnik 1, the first artificial object to orbit the Earth. This pioneering satellite did little more than broadcast 'bleep-bleep' signals, but it blazed the trail of Earth-orbit. Since then, over 4,000 satellites have been launched. They carry out an enormous range of tasks. Some survey the Earth, for prospecting, weather forescasting, or military surveillance. Others look into space with specialized telescopes. Many satellites transmit telephone and television signals while a smaller number provide precise signals for navigation. Among the largest are the satellites that carry people : the space stations and the spaceships that ferry astronauts up to space and back.

These satellites are put into a variety of different orbits to suit their various functions. The easiest orbit to reach is one that is closest to the Earth, and takes the satellite more or less around the equator in a direction from west to east. The lower the orbit, the less energy is required to reach it. And, when a satellite is launched towards the east, it has the advantage of starting off with some extra speed, due to the Earth's west-east rotation.

Although it is easy to reach low Earth orbit, there is one serious problem. The Earth's atmosphere does not stop abruptly at an altitude of 200 kilometres, where we loosely say 'space begins'. Tenuous gases extend to much greater altitudes, becoming more and more rarefied with height. So the American Space Shuttle and the Russian *Mir* are both ploughing through the outer vestiges of the Earth's atmosphere. In the process, they lose orbital energy, and gradually spiral down towards the Earth.

(From ***Exploring the Cosmos, The Unesco Courrier,*** January 1993, p.10)

Text 4

Remote sensing

Many people regard technology as a luxury reserved for the rich, developed countries. This is totally mistaken. Space technology, for example, can make an immense contribution to development, as can be seen from its application in India.

Developing countries are short of many things: capital, food, land, skilled human power. To help them to make the best use of the resources that they do have and to locate new ones, few technologies can match the speed and reliability of satellite remote sensing.

The view from space sometimes indicates features not detectable from the ground. For example, India uses remote sensing to locate groundwater. Suffering from two years of severe drought, the states of Gujarat and Rajasthan in Western India faced a serious shortage of drinking water, especially in rural areas. As part of the National Drinking Water Missions, images taken by India's IRS-1A satellite helped to identify underground water sources in the drought-stricken villages.

Deforestation is becoming an increasingly serious problem in many developing countries. Satellite remote sensing can help to determine objectively the extent of forest cover and to monitor change. In india, it established that the forest cover was substantially less than was being claimed and drew attention to the urgent need for afforestation. As a result of this and a satellite-based survey which indicated that about 30 per cent of the country's area was wasteland, India launched a major wastelands development project in 1985.

Indian fishermen are also reaping the benefits of remote sensing from satellites. By analysing satellite-derived data on sea-surface temperatures and other information, it is possible to predict where the fish catch will be richer. Fishermen in India's coastal areas eagerly await the broadcasts that guide them to the best fishing grounds.

With equal interest, and some trepidation, Indian fishermen look out for information about storms. Today they are among the beneficiaries of a disaster warning system that has been set up, on an experimental basis, on the cyclone-prone east coast. One hundred special disaster-warning stations (DWS) have been created and linked to a central station at Delhi via satellite.

Finally, remote sensing is also being used in India for a variety of other applications, including weatherforecasting for farmers, monitoring water and atmospheric pollution, estimating crop acreage and yields. Technological advances very often tend to widen the gap between developed and developing countries. Space technology, however, is an exception. It can turn the very hardness of a developing country to advantage by helping to 'leapfrog' from obsolete systems to the most cost-effective space-based one, without having to invest in all the intermediate stages.

(From Kiran Karnick, " Remote sensing" in ***Unesco Courier***, January, 1993, 15-17)

Text 5

The Martians Are Coming.

The most famous radio broadcast in history took place at 8 :00 p.m on october 30, 1938. It was Halloween eve, and millions of Americans turned on their radios to listen to a popular programme starring Orson Welles. The program that evening was an adaptation of a science fiction story called ***The War of the Worlds***. Orson Welles thought that this story about a Martian invasion would be a good one for the night before Halloween. But Welles decided to make some changes in the original story. For example, he changed the setting from London in the 1890s to present-day New Jersey. Welles also made the show sound like an actual news broadcast about a real invasion from Mars to make it seem more realistic and scary.

The show began with an orchestra playing dance music. After a few minutes the music was interrupted with a " news bulletin" reporting that a "huge flaming object" had landed in New Jersey. The music continued, but the "news bulletin" kept interrupting with "live" reports from the scene. During the show, actors pretending to be news announcers and policemen described in great detail the terrifying invasion from Mars.

An announcer stated at the beginning of the show that the program was a fictional dramatization. Unfortunately, many listeners tuned in after the show had begun and missed the announcement. They were shocked and afraid when they heard that Martians had landed in the United States. They thought they were listening to a real news bulletin. Thousands of frightened Americans believed that an actual invasion of Earth was taking place. The program was so realistic that they could really hear Martians and smell their poison gas. Some people packed their suitcases, got into their cars, and attempted to escape. Others tried to defend themselves from aliens by hiding in basements, loading guns, even wrapping their heads in wet towels to protect themselves from Martian poison gas.

Stories of panic caused by the radio show appeared all over the counry. The next day, Welles held a press conference. He apologized that his broadcast had caused so many people to panic.

(From ***U.S. News and World Report***, Dec.27, 1999, p.42)

Text 1

Letter to my Nephew

Dear James,

This innocent country set you down in a ghetto in which, in fact, it intended you should perish. Let me spell out precisely what I mean by that, for the heart of the matter is here, and the root of my dispute with my country. You were born where you were born and faced the future that you faced because you were black and no other reason. The limits of your ambition were thus expected to be set forever. You were born into a society which spelled out with brutal clarity, and in as many ways as possible, that you were a worthless human being. You were not expected to aspire to excellence : you were expected to make peace with mediocrity.Wherever you have turned, James, in your short time on this earth, you have been told where you could and what you could do (and how you could do it) and where you could live and whom you could marry. I know your countrymen do not agree with me about this, and I hear them saying, " You exaggerate." They do not know Harlem, and I do. So do you.

Take no one's word for anything, including mine – but trust your experience. Know whence you came. If you know whence you came, there is really no limit to where you can go.

There is no reason for you to try to become like white people and there is no basis whatever for their impertinent assumption that *they* must accept *you*. The really terrible thing, old buddy, is that *you* must accept them and accept them with love. For these innocent people have no other hope. They are, in effect, still trapped in a history which they do not understand; and if they understand it, they cannot not be released from it. They have had to believe for many years, and for innumerable reasons, that black men are inferior to white men. Many of them, indeed, know better, but as you will discover, people find it very difficult to act on what they are. To act is to be committed, and to be committed is to be in danger. In this case, the danger, is the loss of their identity.

Those innocents who believed that your imprisonment made them safe are losing their grasp of reality. But these men are your brothers - your lost, younger brothers. And if the word integration means anything, this is what it means that we, with love, shall force our brothers to see themselves as they are, cease fleeing reality and begin to change it. For this is your home, my friend, do not be driven from it; great men have done things here, and we can make America what America must become. It will be hard, James, but you come from sturdy, peasant stock, men who picked cotton and dammed rivers and built

railroads, and in the teeth of the most terrifying odds, achieved an unassailable and monumental dignity. You come from a long line of great poets, some of the greatest poets since Homer. …

You know, and I know, that the country is celebrating one hundred years of freedom one hundred years too soon. We cannot be free until they are free. God bless you, James, and Godspeed.

Your uncle,
James

(From James Baldwin, *The Fire Next Time*, pp.3 -10)

Text 2

Why we Laugh

All of us like to laugh, but only some of us can explain the reasons for laughing. It seems that smiles, shared laughter and good human relationhips go together. Laughter is unplanned, often unpredictable, and sometimes personal and idiosyncratic. It resists close analysis. Despite the difficulty of explaining all the causes of laughter, however, we may note a few common elements. There must be something to laugh at, whether a person, a thing, a situation, a custom, a habit of speech or dialect, or an arrangement of words.

Human beings normally know what to expect under given conditions, and anything contrary to these expectations is incongruous and may therefore generate a great deal of laughter. When the temperature is 100 F., for example, you expect people to dress lightly. But if you see a person who is dressed in a heavy overcoat, a warm hat, a muffler, and large gloves, and who is waving his arms and stamping his feet to keep warm, this person violates your expectations. Because his clothes and behaviour are inappropriate or incongruous, you would likely laugh at him. Seeing a person slipping on a banana peel and hurtling through the air will make nearly all of us laugh as long as we ourselves are not that person, for laughter depends on insulation from danger and pain. In farce, where much physical abuse takes place (such as falling through trapdoors or being hit in the face by cream pies) the abuse never harms the participants.

Finally laughter depends on seeing something new or unique, or on experiencing a known thing freshly. There will be very little or no laughter at all if the circumstances promoting laughter are not spontaneous. Perhaps you have

had someone explain a joke or funny situation, only to find that the explanation killed your chance to indulge in a little laughter.

(Adapted from Edgar V. Roberts, ***Writing Themes About Literature***, pp.144- 145)

Text 3

Sport and Friendship Among Peoples

Sport has developed on an extraordinary wide scale. It is probably the aspect of modern life which is most widely encountered throughout the world . It is common to both industrial societies and developing countries. These last years, it has become one of the most important factors in international relations. There are few international exchanges, encounters, or contacts which arouse so much mass feeling as sports events.

However, though it is becoming more and more international, is present-day sport truly international in spirit ? In other words, is it as Coubertin thought and wished it to be? This is, unfortunately, doubtful. In fact, nationalism, chauvinism and even racism are more and more apt to win the day in international sports events. They flare up the passions and emotions of the fans. In its search for 'info-tainment', the media amplify the outbursts of violence and broadcast them to the four corners of the Earth. In 1964, over 300 people were killed and more than 1000 people were injured when fans from Peru and Argentina started fighting. In 1985, in Brussels, Belgium 38 people were killed and more than 200 were injured when fighting started between the fans of Liverpool (England) and Juventus (Italy) teams. As a result of that, England was not allowed in European football matches for five years.

Let me not be misunderstood, I am not suggesting that we should bottle up emotions during sports events. This would be absurd and, for that matter, impossible. Sports events are like Greek drama. They allow the spectators to purge their passions and instincts. I also don't suggest to deprive the athletes of the admiration they receive, especially from their fellow citizens. Like any other form of excellence, athlectic feats deserve our admiration.

However, just as no sports can be without desire for victory, so none can be without rules and ethics. It is these rules and ethics that distinguish sport from the savage struggle for life whose name is war. It is compliance with these norms that transforms a feat into a virtue and a sport event into an art form like drama. Since these norms are by definition universal, it follows that although the feat may be ascribed to a given country, the virtue is ascribable purely to humankind.

What can be more barbarous than this identification of the public with the champion, this appropriation by a nation of the victory won by an individual or a team? These flags, these anthems, these banner headlines in the newspapers, screaming " We won ..." or "National defeat", must surely seem to us a monstrous exaggeration of the spontaneous reactions of the crowd, even a shameful exploitation of its most generous impulses. In any case, this is the opposite of catharsis: it represents a return to a primitive disposition.

(From *The UNESCO Courier*, December 1992, p. 19)

Text 4

A National Religion

The informal national religion in the United States of America mixes patriotism with religious ideas in songs and in ceremonies that proclaims God's blessing on America, its basic values, and its actions as a nation. The national religion can be observed on many occasions when Americans gather together – on national holidays, at political conventions, and especially at sports events. Before a ballgame, the players and fans stand up for the national anthem, and sometimes a religious leader will offer a prayer. This practice is taken so seriously that in 1996, the National Basket Association (NBA) actually suspended a professional basketball player who refused to stand during the national anthem. The NBA stated that he could not play in games unless he agreed to follow their rule requiring players to stand in a respectful manner during the national anthem.

Patriotic songs such as "God Bless America" and "America the Beautiful" are as well-known to most Americans as their national anthem. These songs are sung frequently on public occasions and may also be sung at Protestant worship services, expressing the idea that the United States has recieved God's special blessing. Expressions of the national religion can also be seen when the United States sends military forces overseas. The Gulf War provided good examples of the mixing of prayer and patriotism.

Some observers of American society believe that the various practices that are called the national religion can have harmful effects. Sometimes these practices can lead to chauvinism. They can create a social climate in which disagreement with current national practices is discouraged or not tolerated. In the 1960s, some citizens considered the young people who protested against the war in Vietnam to be «un-American». They told the young protesters, "America – love it or leave it". This phrase became a slogan that illustrated their excessive patriotism.

When the national religion helps to create a climate that encourages

excessive conformity with prevailing national practices, it can have a harmful effect. However, it usually serves a different function: to express the belief of Americans that it is important to be a nation of people who believe in God and are loved and protected by God. It is a means of maintaining their national self-confidence in a rapidly changing world.

(From Maryanne Kearny Datesman, ***The American Ways***, Longman, 1997, pp. 50-51)

Text 5

April Fool !

There is a snake in my bedroom !' 'Come quickly – the kitchen's on fire !' 'Have you seen my pet scorpion ? I put it down here, and now, it's gone …'

Don't panic. It may not be true. In fact, if it's the morning of April 1, and you're living in Britain, then it almost certainly isn't true. Someone is trying to play an April Fool trick on you.

The custom started a long time ago, and is still very popular today. The idea is simple : for the twelve hours of April 1, you are allowed to play as many tricks as you like on as many people as you can deceive. Children throughout the country will desperately try to play a trick on a friend, so they can shout 'April Fool !' and laugh at their friend's discomfort.

It isn't just children who play these jokes, however. The television, radio, and newspapers occasionally try to deceive their customers with a cleverly-constructed April Fool story. Some years ago, for example, a very serious BBC TV programme did a ten-minute report about spaghetti trees in Switzerland : the reporter described, how, with the recent bad weather, the trees weren't producing as much spaghetti as they normally did, and that this would make spaghetti more expensive. A lot of viewers, who didn't know that spaghetti is made of flour, actually believed the story.

Another famous joke was played on the radio. A scientific correspondent reported that, because of strange geographic conditions, gravity was getting weaker in different parts of Britain. He asked the people who were listening to the programme to jump up and down, and if they could jump higher than they normally could, to telephone the BBC.

The BBC had hundreds of calls : one man said he was so light that he could float as high as the ceiling. It was at twelve o'clock that the BBC informed its listeners that it was an April Fool trick.

The most famous recent April Fool was when the Guardian newspaper did a twelve-page special report on an island called 'San Seriffe'. The island doesn't actually exist, but some readers didn't realize this until some days later.

(Adapted from ***Modern English International***)

Text 6

Meeting one's Partner

Looking for the ideal mate absorbs everyone's energies at some time or other.(...)

In modern industrial societies, a man's choice is restricted in theory at least, only by the number of people he meets through his social activities. Marriages are no longer arranged; parental views carry less weight. However, preferences and prejudices remain. For example, about half of all marriages are between people of the same social class. But in a modern open society, the maximum choice of mate, although not the actual choice is eventually made, does not depend much on strict rules imposed by family and custom. It may depend much more on how much people move around geographically and socially, the ways in which populations are concentrated, and how much different people meet each other in daily life.

There are plenty of opportunities for people to meet prospective mates in the kinds of places which aren't obviously associated with pleasure or social life. For example, in the 1950s, 15 per cent of the British population met their spouses for the first time at work. The place of meeting thus assumes a new significance in the choice of mate. Different places and occasions where people meet will all attract and mix different elements of society. (...)

People may meet by chance in dance halls, and non-social places like work. In these cases, they are likely to live a long way from each other, and may not have any common friends and acquaintances. Alternatively, people may meet in private homes, clubs, or the street, or through networks of friends and relatives, which are partly created by proximity. In this case, they are likely to live nearer to each other. Most of those who met at home said that they were introduced to each other, suggesting the previous existence of an indirect link betwwen them. Conversely, almost all of those who met at work were not introduced.

Years ago the peak time for marriages was the last three months of the year when the harvest was gathered in. In industrialised England today the official peak 'marriage season' is July, August and September. More people marry in registry offices - 45 percent. Holidays are more likely to be combined with honeymoons. The notion of love match, that is to say marriage made for love's sake finds its full significance in this flying away somewhere else in order to feel free from social constraints.

(Adapted from ***New Society***, March 22, 1973)